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ABSTRACT

These classroom guides, designed to accompany the weekday Cable News Network Newsroom broadcasts for the month of September, provide program rundowns, suggestions for class activities and discussion, student handouts, and lists of related news terms. Topics covered include: the Iraqi ground force attack on the Kurd faction in Arbil; the U.S. launch of missiles against Iraq; Iraq challenge of the expanded no-fly zone; and Hurricane Fran causes power outages and flooding across North Carolina (September 3-6); U.S. east coast residents begin cleanup after Hurricane Fran; President Clinton urges Israeli Prime Minister Netanyahu and Syrian President Hafez Assad to restart Mideast peace talks; the United Nations General Assembly approves a nuclear test ban treaty; United States sends more warplanes to Iraq; Hurricane Hortense strengthens; Olympic Park bombing investigation update; and the United States deploys more fighter planes and a second aircraft carrier to the Persian Gulf (September 9-13); U.S.-Iraq policy; Bosnians hold elections for new government; Space shuttle Atlantis encounters problems after lift-off; Commission on Presidential Debates refuses to allow Reform Party candidate Ross Perot to participate in debates; U.S. troops head to Kuwait; Atlantis and MIR dock and Shannon Lucid begins journey home; and Internet privacy (September 15-20); President Clinton and Bob Dole prepare for debates while Ross Perot prepares for a lawsuit and media campaign; Boris Yeltsin's medical condition; violence in Pakistan; nuclear test ban treaty does not necessarily mean the end of nuclear weapons; violence on the West Bank between Israelis and Palestinians; Mideast peace process continues to unravel; and Shannon Lucid returns home (September 23-27); and President Clinton invites Mideast leaders to peace summit (September 30). (SWC)

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CNN Newsroom Classroom Guides. September 1996

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Louis C. Pugliese

Louis C. Pugliese
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******  **   **   *                          Tuesday, September 3, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Iraqi ground forces attack a Kurd faction in Arbil, a UN-protected zone.	2:35	3:35
HEADLINES	PHILIPPINE GOVERNMENT, REBELS SIGN PEACE PACT; RUSSIANS, CHECHENS HALT FIGHTING.	:45	4:20
SUMMER WRAP	A quick recap of the major news events of Summer 1996.	5:20	9:40
LOOK AHEAD	NEWSROOM LIVE! Week of 9/9 (see pg 2)	:30	10:10
PICTURE PERFECT	The glamorous world of modeling is a "dream" for some, a nightmare for others.	4:20	14:30
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:40	16:10
LEBANON ANDERSON	Former hostage Terry Anderson returns to Beirut five years after his release.	3:45	19:55
CHILE MOMS	Mothers and children at an anti-pollution rally get a tough government reception.	2:55	22:50
EGYPT PYRAMIDS	Egyptians are uncovering the mystery of how the pyramids were built.	2:45	25:35
COSTA RICA BUTTERFLY	Costa Rica has a farm where butterflies are grown.	4:20	29:45
CNN NEWSROOM WORLDVIEW CLOSE		:15	30:00

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**************************************************************************
*  Mark your calendar for special LIVE broadcasts of CNN NEWSROOM        *
*  Sept. 9 - 13 at 11:00 a.m. ET.  No need to reprogram your VCR:        *
*     NEWSROOM will also air at its usual 4:30 a.m. time.  Tell           *
*          other educators and students about CNN NEWSROOM!              *
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TOP STORY: IRAQI ATTACK ON KURD SAFE HAVEN

1. What is significant about Saddam Hussein's latest military action? Why is the 36th Parallel an important "line in the sand" to the Allies? Explain how the Allies face a dilemma in responding to Iraq's actions.
2. What is Operation Provide Comfort? Explain how decisions Saudi Arabia, Jordan and Turkey have made affect the Operation's usefulness. Challenge small groups of students to come up with alternative plans for military action if these bases cannot be used to launch air strikes against Iraq. Critique ideas for practicality.
3. Distribute the RESOURCE (pg 4) and, as a class, go over the information to familiarize students with, or review recent events in, the Persian Gulf region. Students should keep this RESOURCE to reference in future class discussion/activities.

SUMMER WRAP

4. Before viewing the segment, challenge the class to name as many news making events from the Summer of '96 as they can. After

viewing, ask: Which stories did you find most memorable? Why? Which ones had you forgotten about? Which ones are you hearing about for the first time? Discuss the characteristics of any story which makes some more memorable than others.

5. Distribute the HANDOUT (pg 3). Have individual students write down what they already know about ONE news maker/event in EACH category. Then allow students to use each other as resources to find out at least one new fact for each category. On completion, have each student write a news report on any story.

PICTURE PERFECT

6. How has the modeling industry changed in recent years? What has been the most significant catalyst for that change? Discuss students' awareness of models as "personalities" and how and through what media these images have their strongest projection. Generate a list of "qualities" these models portray then have students find magazine pictures illustrating each of these qualities/attributes.
7. Comment on this statement from the report: "In society, there's a need for a dream icon, for what we could all become, the glamour that we could all have in our lives." What is a "dream icon"? Have students consider who might be their "dream icon" then write a journal entry on what that person exemplifies in the student's life. Ask volunteers to share their reflections.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Patriotic Union of Kurdistan 36th Parallel John Shalikashvili
Saddam Hussein Kurdish Democratic Party Operation Provide Comfort

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******** ** ** STUDENT HANDOUT: SUMMER BULLETIN

DIRECTIONS: Below are categories of Summer '96 news makers/events. Circle ONE subject in each category and write down what you already know about that subject. Later, share information with classmates in order to add at least one item to the NEW INFORMATION section.

CONVENTIONS: Hillary Clinton, Liddy Dole, Dick Lamm

WHAT I KNOW:

NEW INFORMATION:

OLYMPICS: Michael Johnson, Dan O'Brien, Dot Richardson, Kerri Strug

WHAT I KNOW:

NEW INFORMATION:

TRAGEDY: Centennial Olympic Park, Saudi Arabia, TWA Flight #800

WHAT I KNOW:

NEW INFORMATION:

MISCELLANEOUS: Antarctica meteorite, tobacco industry, welfare reform

WHAT I KNOW:

NEW INFORMATION:

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Choose one news maker/event, VERIFY the new information you received, then write a news story for print or electronic media.

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STUDENT RESOURCE: CHRONOLOGY OF RECENT PERSIAN GULF EVENTS

Use the following chronology as a background for your discussions on the current situation in the Persian Gulf region.

1990
Aug. 2 - Iraq invades Kuwait
7 - United Nations imposes economic sanctions on Iraq.

1991
Jan. 17 - U.S. led coalition launches air war against Iraq.
Feb. 26 - Allied troops take control of Kuwait after 100-hour ground war.
Feb. 28 - Cease-fire announced.
Mar. 2 - Shiite Moslems in Southern Iraq, followed by Kurds in the North, rebel against Saddam Hussein's rule. Iraqi army units counter both revolts. Kurds, protected by Allied forces, take control of a large part of Northern Iraq.
Sep. 23 - U.N. weapons inspectors find documents detailing Iraq's nuclear weapons program.

1992
Aug. 27 - "No-fly zone" imposed by allied air patrols over Southern Iraq to stop air attacks on Shiite Moslem rebels.
Jan. 7 - Iraq moves surface-to-air missiles into Southern Iraq. Allied warplanes attack missile sites. Warships fire cruise missiles at suspected nuclear facility near Baghdad.
Apr. 13 - An Iraqi plot to assassinate U.S. President George Bush is discovered.
Jul. 27 - U.S. warships fire cruise missiles at Baghdad intelligence headquarters in retaliation for assassination plot.

1994
Oct. 7 - Iraqi troops move south toward Kuwait. U.S. President Clinton dispatches carrier group, 54,000 troops and warplanes to the Gulf. Iraq pulls back its forces.

1995
Aug. 8 - Hussein Kamel al-Majid, head of Iraq's weapons of mass destruction programs, defects to Jordan, with him his family and friends, including two of Saddam Hussein's daughters. Al-Majid vows to topple Saddam Hussein.

1996
Jan. 6 - Saddam Hussein decrees economic austerity measures for Iraq to cope with soaring economic inflation and widespread shortages caused by U.N. sanctions still in force.
Aug. 31 - Iraqi forces overrun Kurd safe haven in Northern Iraq.

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NEWSROOM WORLDVIEW

LEBANON ANDERSON: AMERICAN HOSTAGES--LEBANON
1. Why is Mr. Anderson returning to Beirut? How does he feel about Lebanon and his 5-year captivity? Using newsmagazines from that time period, as well as other sources, make parallel

timelines showing what happened to Lebanon and to Mr. Anderson during those 5 years. Why did the Islamic Jihad take hostages? How successful was their plan? What did the hostages endure? How was their freedom gained? Create a journal of entries that might have been made by one of the hostages at various points during his captivity. What do you think Terry Anderson's true feelings were when he returned to Beirut? Explain.

INTERNET: http://scholar3.lib.vt.edu/VA-news/ROA-Times/issues/1993/rt0393/930325/9303250312.html

CHILE MOMS: CHILE--POLITICS; CHILE--DISSENT

2. Why are the mothers concerned about air pollution in Santiago? Why did the government refuse to allow the public demonstration to take place? Recent news from Chile suggests that sound political and economic reforms have occurred there. Gather information to determine if this story reflects the true spirit of the Chilean government or if local officials overreacted to a peaceful demonstration. How would you characterize the government of Chile? Considering what you have learned, write a letter to the mothers involved offering suggestions for how they should plan for their future demonstrations.

INTERNET: http://gurukul.ucc.american.edu/Ted/CHILEAIR.HTM

EGYPT PYRAMIDS: EGYPT--ARCHEOLOGY; EGYPT--PYRAMIDS

3. What myths have grown up around the questions of who built the pyramids? What insights have archaeologists discovered recently about how the pyramids were actually built? Use information about the pyramids at Giza to make a list of the engineering and mathematical knowledge and skills that the builders must have had to have been successful. Make a model or detailed drawing of one of the pyramids in order to expand your list, adding additional required skills or knowledge. Considering your listed items, does it seem reasonable that the ancient Egyptians could have built the pyramids? Explain. Why do you think alternative explanations have been offered so frequently?

INTERNET: http://pharos.bu.edu/Egypt/Cairo/Tourist/pharaonic.html
http://www-lib.haifa.ac.il/www/art/com_pyr.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

extended family incarceration Islamic Jihad Hezbollah renewal
air quality public protest over-reaction dependence benign

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******  **   **   *                    Wednesday, September 4, 1996
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* about this viewing opportunity! No need to reset your VCR. *
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		:50	:50
TOP STORY	The United States launches missiles against Iraq in response to Saddam Hussein's violation of non-aggression agreement.	6:15	7:05
REACTIONS	Global reactions to the attacks	1:00	8:05
SUMMER '96 NEWS WRAP	CNN NEWSROOM recaps a summer's worth of news around the world.	5:40	13:45
LOOK AHEAD	Next week, NEWSROOM LIVE! (See above)	:45	14:30
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:35	16:05
GERMANY WON'T GO	Military conscription in Germany is not popular and many draftees refuse to go.	2:55	19:00
CHINA BOOK	A new book describes how millions starved to death in China between 1958 and 1962.	5:10	24:10
COSTA RICA FOREST	Costa Rica may be small but biologists call it a "biodiversity superpower."	5:15	29:25
CNN NEWSROOM WORLDVIEW CLOSE		:35	30:00

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* Yesterday's CNN NEWSROOM was preempted to allow continuing *
* coverage of the U.S. missile attack on Iraq. *
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TOP STORY: U.S. MISSILE ATTACK ON IRAQ

1. What is the rationale behind the missile attacks the United States has launched against Iraq? How did Iraqi leader Saddam Hussein respond to the attacks?
2. What is a "no fly" zone? Using a map of Iraq and what you have seen in today's video, explain how the "no fly" zone over Iraq has been altered in the past two days. Explain the objective of expanding the "no fly" area.
3. Why is the Persian Gulf an area of "national interest" to the U.S.? Although the U.S. does not buy Iraqi oil, oil prices will likely go up in the U.S. Why? Have groups research the economic effects on the price of oil and on oil related stocks. Challenge groups to present findings in chart/diagrammatic form to explain why U.S. gasoline prices are headed upward even though the U.S. does not buy Iraqi oil.

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4. Diplomatic sources say that an Allied attack against Iraq was justified under "an ambiguous" UN Security Council Resolution 688. Help student groups locate information about this resolution and analyze its intent. Ask: Why do you think Saddam Hussein has chosen to ignore this resolution? Is there any justification for his action? Discuss.
5. Describe the different reactions to the U.S. attack on Iraq. Why might some heads of state be reluctant to support such an action? Why have some come out strongly in favor of/against it? Do you think U.S. Pres. Clinton should have given the attack command only after securing the approval of all the western allies? State your rationale.
6. What has been the Kurds' relationship with MidEast nations? Distribute the RESOURCE (pg 4). Have small groups of students locate each nation/group on the map and use the RESOURCE as a background for a discussion on possible alliances.

SUMMER WRAP

7. Before viewing, challenge students to name as many news making events from the Summer of '96 as they can. After viewing, ask: Which stories did you find most memorable? Why? Which ones had you forgotten about? Which ones are you hearing about for the first time? Discuss the characteristics of any story which makes some more memorable than others.
8. Distribute the HANDOUT (pg 3). Have individual students write down what they already know about ONE news maker/event in EACH category. Then allow students to use each other as resources to find out at least one new fact for each category. On completion, have each student write a news report on any story.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Kurds Saddam Hussein crude oil Kurdish Democratic Party Arbil Patriotic Union of Kurdistan sanctions humanitarian faction

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MISCELLANEOUS: Antarctica meteorite, tobacco industry, welfare reform

WHAT I KNOW:

NEW INFORMATION:

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******** ** ** STUDENT RESOURCE: KURDS IN THE MIDDLE EAST

Kurd dynasties had existed in the 10th and 12th centuries but, in modern times, these mountain people have been an unwelcome presence throughout the Middle East. Most nations tried to force their own national identity on the resistant Kurds. Their own nationalist fervor was strong but they were thwarted in their attempts to form a separate state -- Kurdistan. Overall, the Kurd population, mostly Sunni Muslim, numbers about 10 million. The majority live in Turkey, Iran and Iraq where, for the most part, they are refugees.

IRAQ
Kurds comprise approximately 18% of Iraq's population. The British had promised them their own state Kurdistan after World War I but the treaty creating it had never been ratified. Iraq created the administrative district Kurdistan in 1974 to quiet Iran-supported Kurd uprisings. This district bordered Turkey and Iran. Kurd oppression continued, however, with Saddam Hussein's brutal attacks on Kurdish civilians after the end of the Iran-Iraq war and the forced resettlements of parts of the Kurdish population in 1989.

TURKEY
Kurds rebelled against the Turkey's early official designation of them as the "Mountain Turks." Turkey repressed then deported thousands from their homeland. This led to the formation of guerrilla groups who often operate from strongholds in other countries, primarily Syria and Lebanon. Kurd refugees swelled the Turkish Kurd population when thousands poured across the Turkish border during Iraq's 1988 chemical weapons attack. In an effort to control them, Turkey has severely curbed their civil rights:
NO Kurdish names can be given their children, nor can they name their cities and towns with Kurd names.
NO teaching of Kurdish in any school nor can it be used in
NO music cassettes, videos, publications, theater, or radio or TV programming in Kurdish
NO Kurd cultural associations, no lobbying for "Kurd rights"
NO passports

IRAN
The Kurds are ancient inhabitants of what is now Iran. In 1946, they claimed an independent republic, but it only lasted a few months. Tribal chiefs were given tribal lands as their possessions and were welcomed into the Iranian ruling elite. In return, they made sure their tribes obeyed the government. Following the Shia revolution, the Kurdistan Democratic Party of Iran (KDPI) rebelled after Tehran refused their demands for autonomy.

See: http://www.cool.mb.ca/~kakel/kurds.html

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******** ** ** NEWSROOM WORLDVIEW
GERMANY WON'T GO: GERMANY--DRAFT
1. Why is Germany trying to rebuild its army? How are young men able to avoid the draft? What alternatives are provided for

conscientious objectors? Note the values/concerns expressed by young people in the video report. Develop a graphic profile of their interests/ideals. Can you identify characteristics that explain why they are reluctant to enter military service or even civil service? What changes in procedure or appeal might attract them to public service? Search for alternatives to military service proposed and enacted in other countries, including the U.S. Work in small groups to create two mini ad campaigns -- one to encourage young people to enter the military and one that offers alternatives to military service. Try your campaigns on your classmates for critique.

INTERNET: http://www.spb.su./sppress//149/localgr.html

CHINA BOOK: CHINA--HISTORY; CHINA--ECONOMIC POLICY

2. What was the purpose of Mao Zedong's Great Leap Forward? How did it lead to the massive starvation recounted in this book? Review the events of the first 15 years of Mao's regime. Make a before and after list comparing the conditions in China in 1948 with those in 1963. In what areas had progress been made? In what areas do failures seem obvious? Does the tragedy of the great famine seem more the result of Mao's policies or the resistance of agricultural or other traditions? Overall, how would you evaluate the effectiveness of the Great Leap Forward?

INTERNET: http://www-chaos.umd.edu/history/prc2.html#greatleap

COSTA RICA FOREST: COSTA RICA--GEOGRAPHY; COSTA RICA--ECOLOGY

3. Why is Costa Rica called a "biodiversity superpower"? What types of environments are observable there? Develop a thorough map study of the environment of Costa Rica, indicating the different types of ecosystems that exist, the major population centers and areas that have been converted to agricultural use. What percentage of the land in Costa Rica still remains in its natural state? To what extent are these areas threatened by the expansion of agriculture, mining and population growth? Considering all of this, should other countries and outside groups be willing to assist Costa Rica financially in preserving what is left of its natural areas? Why/Why not?

INTERNET: http://www.sig.net/~amt/info.html
http://www.interlog.com/~rainfrst/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

conscientious objectors draftees civil service conscription aloof Mao Zedong famine naturalist biological station

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******  **   **   *                          Thursday, September 5, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		:50	:50
TOP STORY	Iraq challenges the expanded no-fly zone.	5:30	6:20
HEADLINES	HURRICANE FRAN THREATENS SOUTHEAST U.S. WHITEWATER TROUBLE IN ARKANSAS	1:00	7:20
AROUND THE WORLD	Israeli Prime Minister Netanyahu and PLO leader Arafat meet for the first time since the Israeli election in May.	2:55	10:15
COMING UP	On Worldview: Jerusalem's Birthday	:35	10:50
SCIENCE DESK	Scientists try to unravel the secrets of spider silk.	2:40	13:30
F.Y.I.	Researchers have discovered the biggest prime number.	:30	14:00
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:35	15:35
VIETNAM POW	A study details how some POWs overcame their experiences and are now successful.	3:20	18:55
CHIANG'S HOUSE	Chiang Kai-shek's home is, for the first time, open to visitors.	2:10	21:05
EMERGING MARKET	Egypt has embarked on an Eastern European-style economic reform plan.	2:45	23:50
BRITAIN	Buckingham Palace is again open to tours.	3:00	26:50
ISRAEL	Jerusalem is celebrating its 3000th year.	1:45	28:35
CNN NEWSROOM WORLDVIEW CLOSE		1:25	30:00

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ANCHOR DESK

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*   ALL NEXT WEEK, Monday through Friday, CNN NEWSROOM will air          *
*  live at 11:00 a.m. ET.  This is the perfect chance to introduce        *
*  your students to NEWSROOM.  For viewers who videotape the show,        *
*      CNN NEWSROOM will also air at its usual 4:30 a.m time.             *
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TOP STORY: IRAQ TESTS NEW "NO FLY" ZONE

1. How is Saddam Hussein challenging U.S. resolve since the second missile attack? Why do you think U.S. Defense Secretary William Perry says these are not "serious" challenges? What do you thing the Iraqi leader is trying to accomplish by this latest action?
2. U.S. sources say that, while talking tough, Saddam Hussein has quietly given in to one ultimatum by moving 37 warplanes from bases in the new exclusion zone. Why might Saddam Hussein have retreated "quietly"? What does this mean? Discuss why "saving face" is important to any government, but specifically to one of authoritarian rule.

3. The Vice-Chairman of the Joint Chiefs of Staff has indicated that the military is still conducting an "ongoing assessment" of the U.S. mission over Iraq. How does the military go about determining whether or not, and to what degree, a mission is successful? Invite a military officer to brief the class on the steps the military takes in planning, executing and evaluating a mission's effectiveness. Then challenge small groups of students to apply these steps to what has taken place in Iraq over the past few days. Discuss groups' findings. What do students think will be the outcome of the military's assessment? Discuss.
4. In the video we learn that Kurdish factional fighting in Northern Iraq has created a power vacuum. Review the meaning of the term "power vacuum" then group students and have each group find and research a) one other instance of a power vacuum in history and b) how that vacuum eventually was filled. Have groups share their findings and predict the outcome of the current power vacuum in Northern Iraq.

AROUND THE WORLD: ARAFAT/NETANYAHU MEETING

5. Why was yesterday's meeting between Israeli Prime Minister Benjamin Netanyahu and PLO President Yasser Arafat significant for both sides? How was it a political gamble for both but, especially, for Mr. Netanyahu? Group students to research the factors that led to his narrow victory over Shimon Peres last May. Share findings then direct students to write short essays explaining why Mr. Netanyahu may find it difficult to convince his supporters that the meeting with Mr. Arafat was "the right thing to do."

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

William Perry MiG faction Benjamin Netanyahu Yasser Arafat

DESK: SPIDER SILK

1. BEFORE VIEWING: Describe spider silk. How does it feel? Taste? Smell? From where does it come? From what is it made? How does the spider use it? How do humans use it?

2. AFTER VIEWING: Describe what the researchers at Cornell Univ. have discovered about spider silk. Where did they get it? How were the discoveries made? Why were researchers examining spider silk? How do they propose to manufacture it? Do you think this is worthwhile research? Why/Why not?

3. Ask students to speculate on the nature of nuclear magnetic resonance imaging(NMR). Then have them use reference materials to research this type of imaging. Challenge them to find the answers to the following questions:
   a. How does NMR work? What do the pictures look like?
   b. On what things can this imaging procedure be used?
   c. How does it compare to CT scans, PT scans, X-rays, MRI?
   d. Could the researchers have discovered the secrets of spider silk without this powerful imaging tool? Explain.

4. Spider silk is a biological compound. What do all biological compounds have in common? How do they differ? How are biological compounds classified? To which group does spider silk belong? How do you know? What other biological structures are in the same group as spider silk? What these compounds have in common? How do they differ?

5. Have students use their texts to define "polymers" and describe then draw/model a polymer structure. Ask students to name some polymers. Do they have any characteristics in common? Why/Why not? What monomer units make up protein polymers? List other natural and human made items that consist of repeated linked units (chains, trains, starch, wood, polyester, etc). Describe

a) the simple units that compose each of these items and b) the function of each item. How do these compare to spider silk?

6. Distribute a copy of the HANDOUT (pg 4) to each student and arrange for student access to reference materials. When everyone has finished, challenge the class to create a display comparing synthetic fibers to those created by nature. Place the display in the media center or commons area.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

kevlar biotechnology nuclear magnetic resonance alanine

SYNTHETIC FIBERS --
** STUDENT HANDOUT: BETTER THAN NATURE?

DIRECTIONS: Humans have used natural fibers, most of them polymers, for millennia. Today, naturally occurring fibers are supplemented by a wide array of synthetics. In the chart below you will find a list of synthetic fibers. Use information from the video, the class discussion and other references to complete the chart. Later, you will use information from the chart to make a display comparing natural fibers, such as spider silk, to synthetics.

FIBER	CHEMICAL COMPOSITION	PHYSICAL CHARACTERISTICS	USES
nylon			
rayon			
Teflon			
lycra			
vycor			
dacron			
glass fibers			
ceramic fibers			
kevlar			
polyester			

** NEWSROOM WORLDVIEW

VIETNAM POW: UNITED STATES--VIETNAM WAR--POWs

1. What problems did Vietnam War POWs have to overcome? What factors helped them? Gather information from newsmagazine articles published in the period after the end of the war and after the release of the POWs to evaluate the success of those presented in the video. If possible, identify the factors that appear important in re-establishing a normal life after the POW

experience. Have government programs been successful in assisting the POWs? What is the lesson that should be learned from their experiences? Explain.

INTERNET: http://www.ipsystems.com/powmia/PowCamps.html
http://msn.yahoo.com/msn/Society_and_Culture/Veterans/Vietnam_War/

CHIANG'S HOUSE: REPUBLIC OF CHINA (TAIWAN)--TOURIST TRADE

2. Why is Chiang Kai-shek's house of such interest to the people of Taiwan? From the evidence observed in the house, what would you conclude about his lifestyle? Create a biographical display called the life and times of Chiang Kai-shek. How would you characterize his legacy for Taiwan and the Peoples Republic of China? To what extent was he responsible for the tremendous economic growth on Taiwan? What groups of people might be most interested in touring his house and remembering his role in their history? How might the Taiwanese feel about Chiang Kai-shek and the changes he brought to their island?

INTERNET: http://www.gus.com/travel/taiwan/history.html

EMERGING MARKET: EGYPT--ECONOMIC CONDITIONS; ECONOMIC DEVELOPMENT

3. What are the major elements of Egypt's plan for its economic development? According to the video, how successful has it been to date? Gather economic data for Egypt over the past ten years in order to evaluate Egypt's economic improvement. Include such indicators as gross national product (GNP), unemployment and per capita income. Graph and analyze the data. How has the Egyptian economy changed overall during the study period? What changes have occurred in population and what impact do they have on the effectiveness of Egypt's economic plan? How do Egypt's prospects look for long-term sustained growth?

INTERNET: http://163.121.10.42/amman/main/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

resilience commemorate martial law legacy renegade reflect
inflation deficit privatization extravaganza virtuoso

Friday, September 6, 1996

NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		:50	:50
TOP STORY	Hurricane Fran slams into North Carolina causing power outages and flooding across the entire state.	6:00	6:50
F.Y.I.	Facts about hurricanes...	1:00	7:50
LOOK AHEAD	NEXT WEEK: Chasing storms, "In Harm's Way"	:45	9:35
HEADLINES	HEART SURGERY FOR YELTSIN; GUILTY VERDICTS IN NY; AIRPORT SECURITY RECOMMENDATIONS.	1:20	10:55
EDITOR'S DESK	U.S. launches two strikes against Iraqi military targets in retaliation for Kurd attack.	2:20	13:15
WEBSITE	Surf CNN NEWSROOM at CNN.com/newsroom	:30	13:45
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:20	15:10
BOSNIA GARBAGE	For many, the war in Bosnia has left a legacy of hunger and desperation.	1:55	17:05
CASTRO'S BIRTHDAY	Castro continues to hold power in Cuba at age 70 and after over 35 years of rule.	3:50	20:55
ISRAEL ANCIENT	Some archaeologists think they are close to finding an ancient royal archive.	3:30	24:25
CHILD ACTIVIST	INDIA: A ten-year old girl is working to change the child labor laws in India.	3:40	28:05
CNN NEWSROOM WORLDVIEW CLOSE		1:55	30:00

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ANCHOR DESK

THIS MONDAY THROUGH FRIDAY you can watch CNN NEWSROOM live at 11:00 a.m. Eastern Time. For viewers who tape the program, it will air as usual at 4:30 a.m. as well. Take advantage of this week-long opportunity to introduce your class to CNN NEWSROOM!

TOP STORY: HURRICANE FRAN HITS THE CAROLINA COAST

1. Describe the path of Hurricane Fran as it made landfall late yesterday. How did officials in North and South Carolina prepare their residents for the storm? Have you ever faced a mandatory evacuation because of a natural disaster or storm? If so, describe your experience.
2. Fran was a "Category Three" storm as it made landfall. What does this mean? Group students to research the origin and categories of the Saffir-Simpson Scale. Share findings in a class discussion. How is the scale useful to meteorologists in preparing the public for a storm?
3. How does a hurricane develop? What factors "feed" a hurricane and make it stronger? What factors tend to make a hurricane lose intensity and fall apart? Assist student groups in

researching the answers to these questions. Challenge each group to create a visual that describes the "life cycle" of a hurricane. Post group work in the classroom. Have students predict the next likely stage in the "life" of Hurricane Fran.

EDITOR'S DESK: NEWSQUIZ (pg 4)

4. Distribute the NEWSQUIZ (pg 4) to individual students to identify each NEWSMAKER from this week's CNN NEWSROOM programs. ANSWERS: 1-Ross Perot; 2-Benjamin Netanyahu; 3-William Perry; 4-Jack Kemp; 5-Saddam Hussein; 6-John Major; 7-Boris Yeltsin; 8-Yasser Arafat. As a class, search for newspaper/news magazine photos of each individual and create a "Newsmaker" bulletin board.

MEDIA LITERACY: DIPLOMATIC LANGUAGE

5. Have students define or explain the phrase, "the language of diplomacy." Ask them to give examples of what they perceive to be "diplomatic language" and cite situations when such language is important. What difference does the choice of wording make to the way nations relate to one another? Group students and distribute the HANDOUT (pg 3). Instruct the groups to work together to "interpret" each quote on the HANDOUT then rewrite the statement as it might have been made if diplomacy were not an issue. Have groups share their interpretations aloud.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Hurricane Fran	mandatory evacuation	state of emergency	eye
Cape Fear, N.C.	landfall	National Guard	airport security

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MEDIA LITERACY:
STUDENT HANDOUT: WORDS AS WEAPONS

DIRECTIONS: When words can ignite warfare, "diplomatic language" must convey the right impression regarding adversary while preserving an opponent's "face" before the world community. The quoted statements below issue from "Operation Desert Strike" and are intended to state positions in palatable terms. Discuss these with group members. Below each quote, rewrite the statement in non-diplomatic language.

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FROM CNN NEWSROOM (Sep. 4 & 6 1996)

"We are satisfied by the effectiveness of the airstrikes, but we maintain the capability and the inclination to take whatever action we deem necessary." -- U.S. official

"I sent a message to Tariq Aziz to express our concern regarding the civilian populations and to wish the quick withdrawal of Iraqi forces." -- Herve de Charette, French Foreign Minister

FROM THE ATLANTA JOURNAL/CONSTITUTION (Sep. 3, 4 & 5 1996)

"[Jordan] will not be part of any effort that involves military operations [in Iraq]." -- M. Mouasher, Info. Minister/Jordan

" He [Saddam Hussein] is strategically worse off than he was before these strikes began, and I am satisfied that this was an appropriate, measured response." -- U.S. President Bill Clinton

" [Saddam Hussein now knows] there is a price to be paid for stepping over the line." -- U.S. President Bill Clinton

"We were trying to have very limited damage to human beings and trying to take an action which would show our resolve and would protect our planes...." -- U.S. President Bill Clinton

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"If Saddam is permitted to come out of this attack easily, he will be encouraged to attack elsewhere in Kurdistan or in other areas...." -- Jalal Talabani, Patriotic Union of Kurdistan

NEWSMAKERS

DIRECTIONS: Each phrase below describes a person seen this week on CNN NEWSROOM, either in the TOP STORY, SUMMER NEWS WRAP or AROUND THE WORLD. Test your knowledge of recent events by writing the name of each newsmaker in the space provided.

1. the Reform Party candidate for the U.S. Presidency

_____

2. current Israeli Prime Minister who defeated Shimon Peres in a close election this past May

_____

3. U.S. Secretary of Defense who stated that the cruise missile attacks on Iraq inflicted "very, very substantial damage."

_____

4. Republican candidate for U.S. Vice-President

_____

5. Iraqi leader who vowed to ignore the U.N.-imposed "no-fly zone"

_____

6. British Prime Minister who voiced strong support for U.S. missile attack on Iraq

_____

7. winner of the presidential run-off election in Russia in July

_____

8. Palestinian President whose meeting with the Israeli Prime Minister this week marked a step toward MidEast peace

_____

Check your answers, then find newspaper photos of these individuals and create a "NEWSMAKERS" bulletin board to "jump-start" your new school year with CNN NEWSROOM.

NEWSROOM WORLDVIEW

GARBAGE: BOSNIA--ECONOMIC CONDITIONS; BOSNIA--SOCIAL CONDITIONS

1. What problems face the survivors of the war? How has the situation changed their attitudes and behaviors? Research to find which organizations provide aid to Bosnia. Prepare a chart showing each aid organization, the dollar amount contributed and the types of aid provided. Use newsmagazines to obtain figures on how many Bosnians are destitute or need medical care. Divide the total aid dollar amount by the number of

persons needing assistance to arrive at a dollar amount allotted per person. Considering that amount, is the world doing enough to help? What should be done to insure Bosnians receive the assistance they need? Analyze your answer for practicality, considering other populations worldwide who need assistance as well.

INTERNET: http://www.cco.caltech.edu/~bosnia/help/org.html
http://www.axime.com/wm/sarajevo/onasa/9605080006.html

CASTRO'S BIRTHDAY: CUBA--HISTORY; CUBA--ECONOMIC CONDITIONS

2. Characterize Fidel Castro, based on the interview. Of what accomplishments is he most proud? Review his record as a leader and assess the current living conditions of the Cuban people. Create a poster study of his impact on Cuba over the past 40 years and draw conclusions about him as a leader. Which factors may have kept him in power? What effect do you think the U.S. policy of isolating Cuba politically and economically has had on Castro's popularity in Cuba? If you were a U.S. State Department policy maker, what policy would you suggest the U.S. have toward Cuba? How do you think Fidel Castro might react to such a policy? What do you think might be the long-term effects of such a policy? Explain.

INTERNET: http://www.lonelyplanet.com/dest/cam/cub.htm
http://www.cubaweb.cu/granma/calendar.html

ACTIVIST: INDIA--CHILDREN--EMPLOYMENT; INDIA--ECONOMIC CONDITIONS

3. How does Asmita want to change the law in India? Are her goals practical and in the interests of India's children? Prepare a "Bill of Rights" for all children which outlines from what they should be protected and what they should be guaranteed. Invite knowledgeable persons to discuss your final "Bill" with your class. Would such an idea be practical in a country such as India? Why hasn't it been done?

INTERNET: http://www.indiaabroad.com/ia/open/951215/1218-035.html
http://www.indiaabroad.com/ia/open/951215/1218-007.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

scavenge food chain humility enigmatic sanctions hazardous child labor eradicated campaigners constituency missionary zeal

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******  **   **   *                                  Monday, September 9, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		:50	:50
TOP STORY	United States east coast residents begin the long, slow cleanup process after Hurricane Fran.	3:30	4:20
HEADLINES	IRAQI-BACKED KURDS SEIZE TOWNS NEAR ARBIL	:45	5:05
DEMOCRACY DESK	National tournament attracts the best high school student debaters across the U.S.	4:45	9:50
WEBSITE	CNN NEWSROOM is on the Internet!	:20	10:10
IN HARM'S WAY	(Part I) Storm chasers marvel at the awesome, unpredictable tornado.	4:25	14:35
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:35	16:20
CONGO PART I	The Zaire River is the heart of Zaire's transportation system and economy.	9:35	25:55
MEXICO MURALIST	The Mexican muralist, David Siqueiros, is remembered for his highly political art.	3:05	29:00
CNN NEWSROOM WORLDVIEW CLOSE		1:00	30:00

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ANCHOR DESK

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TOP STORY: HURRICANE FRAN AFTERMATH

1. Have students recall the sights and sounds from the video of the impact of Hurricane Fran on east coast area residents. Lead the class in a discussion of what students think would be the most difficult adjustment to make as the result of such a storm. Ask students who have been affected by a severe storm or an evacuation to share their experiences with the class. Compare the volunteers' anecdotal reports with what students saw and heard in the video report.
2. What emergency services gear up when a storm hits? Have students note the services shown in the video and list others. Group students and have each group investigate local public and private emergency agencies and the services they provide. Have groups pool their resources to create a class "Who Are You Gonna Call?" booklet to cover every local emergency situation. Give copies to the media center for use by other classes.
3. Choose the most probable of local emergencies from the class resource booklet and have student groups
   a. list the typical effects of such an emergency, e.g., power loss, flooding, lack of potable water, etc.

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b. create lists of items to include in an "emergency kit" including first aid needs, contact information, maps, non-perishable foods, entertainment, etc.

Have groups present their lists to the class to be critiqued for inclusiveness, practicality and originality.

IN HARM'S WAY: (PART I) STORM CHASERS

4. Have students define "tornado" and use the video and their texts to describe how a tornado is formed and sustained.
   a. What attributes of a tornado make it such a deadly force?
   b. What is the distinction between a "tornado watch" and a "tornado warning"?

   Ask students: Given what you already know about tornadoes, just how much are storm chasers "in harm's way"? Explain.
5. Where is "tornado alley"? Use a map of the U.S. to mark where tornadoes typically form. Have student groups gather information on where in the U.S. twisters have touched down this year and mark these on the map.
6 Replay the segment and have students note the storm chasers' reactions to, and descriptions of, twisters. Ask students to choose the word that most nearly describes their own reaction then challenge them to express that feeling in an art form.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

storm chaser twister "tornado alley" convergence "gust nado"

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* * * * * * DEMOCRACY IN
******** ** ** AMERICA DESK: NATIONAL DEBATE FINALS

1. BEFORE VIEWING: What is a debate? Have you ever watched a debate? If so, explain what you heard and saw. How does a debate differ from an argument?

2. AFTER VIEWING: How did the participants in the National Forensics League Debate Competition prepare for the finals? What was the topic of their debate? What points did each student raise in his discussion?

3. What famous former debaters were interviewed in this segment? How did each person benefit from the experience of debating? If your school has a debate team, arrange for your class to attend a debate or a presentation by these students and their sponsor. Ask debaters to relate the skills they have acquired and developed through their experiences in debating. How do these skills prepare them for academic and career challenges?

4. How does preparing for both sides of a debate help a person defend his/her position successfully? Divide the class into small groups and direct each group to choose any one issue of interest. Have groups research information supporting both sides of their issues, noting the information as supporting either "affirmative" or "negative" positions. Challenge each group to stage an informal debate on the issue. When each debate concludes, ask the group to assess the experience: How did preparing for both sides help you (a) argue your position and (b) anticipate your opponent's claims?

EXTENSION: Discuss how exploring both sides of issues makes a person a better citizen in a democratic republic.

5. Divide the class into groups and have each select a debate from one of the U.S. presidential races. Instruct them to research and present their chosen debate. Groups may want to offer reports or reenactments of what they have researched. Conclude with a class discussion about the role of debate in the U.S. political process.

6. Distribute the HANDOUT (pg 4). Have students work in groups to come up with at least one issue for debate associated with each of the first Ten Amendments to the U.S. Constitution. Have

groups share their work. Discuss where one might look to find information supporting each side, affirmative and negative, in a debate on that issue.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

forensic Jane Pauley Ted Turner analytical communication skills

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STUDENT HANDOUT: DEBATE ISSUES

DIRECTIONS: The National Debate finalists had to argue whether limiting constitutional freedoms is a just response to terrorism in the U.S. There are many other possible debate issues regarding the Bill of Rights, the First Ten Amendments to the U.S. Constitution. Each amendment is described briefly below. Consult your text or other resources for a more detailed explanation if necessary. Then, indicate at least one issue that could be debated within the scope of that amendment.

AMENDMENT #, DESCRIPTION	ISSUE(S) WITHIN THIS AMENDMENT THAT COULD BE DEBATED:
1. Freedom of religion, speech, press, etc.	
2. Bearing arms	
3. Quartering of troops	
4. Searches and seizures	
5. Due process, eminent domain	
6. Rights of accused in criminal proceedings	
7. Civil trials	
8. Punishment for crimes	
9. Powers retained by the people	
10. Powers reserved to the states	

Choose one amendment and issue cited above and discuss where you might find information to support each position, affirmative and negative. Which side would you prefer to argue? Why?

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********    **    ** NEWSROOM WORLDVIEW
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CONGO (PART I): ZAIRE--GEOGRAPHY; RIVERS--ZAIRE RIVER (CONGO RIVER)

1. How has the transportation system changed since independence in Zaire? Why is the river called Zaire's "key to survival"? Look more closely at the role of the Zaire River.
   a. Use an outline map of Zaire to highlight the river's course. Note the point where it is no longer navigable. Add the names and locations of Zaire cities/towns. What percentage of the total population lives near the Zaire River or its tributaries? What does this suggest about the significance of the river?
   b. Gather information about the location of roads/railroads in Zaire and mark each on your map. How would you characterize the road and rail network? Are their routes related to the river's course? Does the Zaire River make the road and rail system MORE or LESS important? Explain.
   c. Identify the location of the natural resources in Zaire. Place a legend and symbols on the map to indicate where each resource can be found. How are Zaire's resources distributed? In what ways can the Zaire River be used to develop these resources? To what extent does the location of resource deposits make other transportation systems necessary?
   d. Considering all that you have learned about this river, how important is it in the economic life of Zaire? List benefits that the Zaire River brings to that country. In your opinion, are other major rivers equally significant to the countries in which they are located or do you think that the Zaire River is the exception? Explain.

INTERNET: http://www.scolairi.midrealm.org/~akapanga/welcome.html

MEXICO MURALIST: MEXICO--ARTISTS--DAVID SIQUEIROS

2. Why is David Siqueiros a controversial figure in Mexican politics and art? Why is there renewed interest in his work? Study some of his murals and note the problems that concerned him. List problems facing your community. Create a model for a mural using images to represent the problems you identified. Display and note how others react to your mural. What effect do politically critical murals have on those who see them? Why might politicians in Mexico be more critical of his murals than ordinary citizens might be?

INTERNET: http://www.artscenecal.com/MCLA/MuralistPages/Siqueiros.html
http://www.infosel.com.mx/mercado/pulsar/pictoric/ingles/Davidalf.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------

oppression murals cinematic epitomized repression POLIFORUM

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******  **   **   *                          Tuesday, September 10, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		:50	:50
TOP STORY	U.S. Pres. Bill Clinton urges Israeli Prime Minister Netanyahu and Syrian Pres. Hafez Assad to restart Mideast peace talks.	2:45	3:35
HEADLINES	SADDAM HUSSEIN GAINS KURD CITY; U.S. AIR-PORT SECURITY TIGHTENED; SUSAN MCDOUGAL JAILED.	1:15	4:50
INTERNAT'L DESK	Cigarette smoking is big business in Japan which ranks ninth in the world in teen smokers.	2:40	7:30
WEBSITE	Surf CNN NEWSROOM at CNN.com/newsroom	:35	8:05
IN HARM'S WAY	(Part II) Researchers in and out of the lab try to find out what makes a tornado "tick."	5:40	13:45
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:50	15:35
CONGO PART II	The trade in animals is a big business along the Zaire River.	11:05	26:40
JAPAN VIRTUAL	Virtual reality computer programs are leading to controversy in Japan.	1:55	28:35
CNN NEWSROOM WORLDVIEW CLOSE		1:25	30:00

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*                    4:30 a.m. time as well!                             *
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TOP STORY: U.S./ISRAEL RELATIONS

1. Why is Israeli Prime Minister Benjamin Netanyahu in Washington, D.C.? What is the current barrier to the next round of Mideast peace talks? What is Mr. Netanyahu's position on the status of Israeli troops in the Golan Heights?
2. Ask: How might Pres. Clinton "apply gentle pressure" to the Israeli government as he tries to persuade them to "not lose the momentum" in the peace process? Why might P.M. Netanyahu put aside his differences with Pres. Clinton and declare his attitude, "very open, very fair, very helpful"?
   a. Generate a class discussion on the topic of diplomacy. How does it work to influence fragile negotiations and international policy decisions?
   b. Refer to the first two questions in this activity and ask: What might each head of state have said if he were not acting diplomatically? Why is it important in diplomacy NOT to "say what you mean and mean what you say"?

   After discussion, challenge groups of students to find other

examples of diplomacy at work -- internationally, nationally or locally -- and share these with the class. Is there a downside to diplomacy? Discuss.

3. Who are the major players in the Mideast Peace talks, and what does each have to gain or lose in the process? Brainstorm to generate a list of names commonly associated with this process, e.g., Yasser Arafat, Benjamin Netanyahu, Hafez Assad, etc. Have each group a) choose one person to research, b) locate a picture of the subject and c) prepare an accompanying brief profile of that person and his role in the Mideast situation. Combine all efforts into an informative bulletin board on "The Players in the Mideast Peace Process."

IN HARM'S WAY: PART II

4. Group students and distribute copies of the HANDOUT (pg 4). Have them read the information then use it to create a news broadcast about one or more tornado disasters listed at the bottom of the page. Broadcasts must be based on the HANDOUT, research on groups' specific tornadoes and must be appropriate to the decade in which the storm occurred.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Golan Heights Benjamin Netanyahu Hafez Assad Warren Christopher
Yasser Arafat Doppler Radar "Vortex" Fujita Scale updraft

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*****  *    **    *        ***** DESK:  JAPANESE SMOKING
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1. BEFORE VIEWING: What is the general attitude about cigarette smoking in your community? Would you say that cigarette smoking is tolerated, encouraged or condemned? Explain.

2. AFTER VIEWING: How would you describe the attitude towards cigarette smoking in Japan? What social and economic issues form the basis for this attitude?

3. In the video, a spokesperson for Japan Tobacco states, "We don't put up any billboards around schools. We don't print any cigarette ads in teen magazines and we don't air TV commercials during times when minors may be watching." In your opinion, is this kind of self-regulation effective in deterring teenage smoking? Cite examples from the video to support your view.

4. Until two years ago, Japan Tobacco was owned entirely by the Japanese government. Today, two-thirds of the company's shares of stock are still government-owned. Does this relationship have an impact on regulation of the tobacco industry in Japan? Challenge students, working in small groups, to research other examples of industries with close political ties to their governments. Have groups share their findings. Are any of these industries subject to minimal regulation because of their political ties? If so, how does this preferential treatment affect a) the legislative process and b) the public? Discuss.

5. Assist groups of students in gathering statistics on smoking from around the world. Have them consider, for example, what other nations besides Japan rank high on the list of numbers of teen smokers. Have groups share their information. Focus students' attention on the nations where smoking seems to be most popular and have students speculate as to what factors may be responsible for the trend in that particular country.

6. In many democratic nations, those who advocate health and safety regulations often find themselves in conflict with civil libertarians concerned about the loss of individual freedoms. Group students. Have each group list health issues that have met with resistance (e.g., motorcycle helmet laws, public smoking laws). Discuss lists. Challenge students to write

essays in response to the following question: Is there a happy medium between preserving civil liberties and promoting the general health and welfare of a nation's citizens?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

regulation condemnation Japan Tobacco World Health Organization

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******** ** ** STUDENT RESOURCE: TORNADOES!

DIRECTIONS: Your group will prepare a news broadcast about one or more tornado disasters listed at the bottom of this page. Your broadcast must be based on the following information about tornadoes, additional research on your specific tornadoes and the kind of broadcast appropriate to the decade in which the storm occurred.

The Chinese call tornadoes "piao," the French, "tourbillon" and they can be seen in Israel and Australia surrounded by lightning flashes. But the most destructive of these dark, funnel-shaped clouds roar through "Tornado Alley" in the U.S. Whirling out of a thunderstorm, hundreds of tornadoes are formed in Tornado Alley each year. Most tornadoes dissipate without raising much fuss.

Tornadoes last about 10 minutes and travel a short distance at about 50 km/hr. The damage that they do is caused more by other factors. Low air pressure inside a tornado can drop to 150 millibars. Coupled with warm air and fast moving high winds, an enormous vacuum occurs, sucking up objects in its path. Differences in pressure cause windows to explode and houses to cave inward. Radar has tracked speeds inside the tornado's "stem" typically at 300 km/hr., although they have been known to reach greater speeds. It is this combination of low pressure and high speeds that accounts for high death and injury rates and property damage.

The lifting power of a tornado is legendary. Tornado lore includes flying houses, horses and a herd of cows. Powerful tornadoes have ripped trains off their tracks and lifted up whole houses, depositing them elsewhere yet sparing the dwelling next door! Water tornadoes (waterspouts) act in much the same way as do tornadoes. However, the difference between water and land temperatures is such that waterspouts are rarely as destructive as their land-bound cousins.

Several devastating tornadoes have struck American towns and cities; not all of them have been in Tornado Alley. Below is a partial list:

DATE	STATES	CASUALTIES	DATE	STATES	CASUALTIES
1925	IL, IN MO	689	1952	AR, MO, TN	208
1936	GA, MS	455	1965	IL, IN, MI, OH, WI	271
1947	KS, OK, TX	169	1974	AL, GA, KY, OH, TN	315

---------- RELIABLE SOURCES ----------

Adapted: Watson, Lyall. HEAVEN'S BREATH. NY: Morrow & Co. 1984. pp. 50-54.
THE WORLD ALMANAC AND BOOK OF FACTS 1995. Funk & Wagnalls Corp. 1994.

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******** ** ** NEWSROOM WORLDVIEW

CONGO (PART II): ZAIRE--ECONOMIC CONDITIONS; RIVERS--ZAIRE RIVER

1. What does the trade in animals consist of along the Zaire River? How important is this trade to Zaire's economy? Gather information about the trade in animals in Zaire.

a. Make a poster study of the animals most often captured and the uses to which they are put. To what extent does the trade involve animals that are among the recognized endangered species? Indicate any endangered species on your poster.

b. Focus on the significance of crocodiles in the buying and selling of animals by the people of Zaire. List things for which crocodiles are used, countries participating in the trade in crocodile skins, and how much of this product is exported by each participating country each year. How has this trade and other related activities affected the number of live crocodiles in Zaire in the past decade?

Create an ecological study of the role that crocodiles play in an environment. What effect would a decrease in the crocodile population have on an environment like the one in Zaire? What policies do you think Zaire's government should make concerning crocodiles? How would such rules affect the country's economy?

INTERNET: http://www.flmnh.ufl.edu/natsci/herpetology/newsletter/news151a.htm

JAPAN VIRTUAL: JAPAN--TECHNOLOGY; VIRTUAL REALITY

2. Who is Kyodo Date? What is the controversy that has resulted from the newly developed virtual reality computer programs in Japan? What evidence is used to support the argument that persons engaging in virtual reality programs might somehow be harmed? Survey people who spend a lot of time in alternate realities by reading, watching TV, viewing movies or playing virtual reality games.

   a. Identify the behaviors engaged in, the amount of time spent weekly and the ways in which the activities affect the participant.

   b. Organize and study your data. What do you conclude from your survey? Does your data suggest that any of these activities is harmful to the participants?

   Are there any qualities that virtual reality simulations might have that might make them more threatening than other alternative reality activities? What do you think should be done about the Japanese computer programs? Explain.

INTERNET: http://fantasia.eng.clemson.edu/vr/other_vr.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

specialization prime location wholesale retail virtual reality

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******  **   **   *                    Wednesday, September 11, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		:50	:50
TOP STORY	The United Nations General Assembly approves a nuclear test ban treaty.	3:45	4:25
HEADLINES	HORTENSE HITS PUERTO RICO; IRAQ CLAIMS IT FIRED MISSILES AT U.S. PLANES.	1:00	5:25
CAMPAIGN USA '96	-Ross Perot chooses a running mate. -Poll shows big lead for Pres. Clinton.	1:05	6:30
BUSINESS DESK	"Green hotels" provide a win/win option for both consumers and the environment.	2:20	8:50
WEBSITE	Visit us online: CNN.COM/NEWSROOM	:30	9:20
IN HARM'S WAY	(Part III) A meteorologist is a good person to have around when one goes "storm chasing."	4:25	13:45
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:45	15:30
ISRAEL ILLEGAL	Some of Israel's "international" workers do not have the government's approval.	3:45	19:15
ON THIS DATE	Today, in 1973, General Augusto Pinochet seized power in a coup in Chile.	:35	19:50
CONGO PART III	Zaire is a poor country despite its rich natural resources.	9:00	28:50
CNN NEWSROOM WORLDVIEW CLOSE		1:10	30:00

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TOP STORY: NUCLEAR BAN TREATY

1. To what extent did yesterday's nuclear ban treaty vote illustrate a "global show of solidarity" against nuclear weapons testing? Which nations refused to endorse the ban? How is India's action especially significant if this treaty is to become international law?
2. Use this opportunity to familiarize students with the UN's role in global peacekeeping. Have students divide into groups, each choosing one UN organ or agency to research, e.g., the General Assembly, Security Council, IAEA (International Atomic Energy Agency). Have each group present a full report on its chosen organ or agency and explain its role in maintaining global peace.

BEST COPY AVAILABLE

3. Replay the video. Direct students to pay particular attention to comments made by Pres. Clinton and other world leaders about this test ban treaty. Ask: How do these leaders differ in their assessments of this treaty? Have small groups of students conduct a media search of articles on this treaty and share their findings. Challenge students to write essays in response to the following question: Is this latest nuclear test ban treaty a significant step towards global disarmament or is it a calculated "photo op" for some political leaders?

BUSINESS DESK: "GREEN" HOTEL

4. Define "social responsibility" in terms of the hotels presented in the video. Why are their actions considered "green"? Would you change plans in order to patronize these hotels? Why/Why not? Guide students to list other green actions hotels might institute. Would these actions have greater costs? Greater social benefits? Would you be more likely to change reservations? Explain.
5. Have small groups of students use the HANDOUT (pg 3) to weigh the costs and benefits of a socially responsible action. Have groups present their plans and explain why their proposed actions make good business sense.

IN HARM'S WAY (PART III)

6. Distribute the HANDOUT (pg 4). Have each student select one of the "storm chasing" activities given and work within a group to complete the activity. Hold a "storm chasers" day for students to exhibit and share their work and experiences.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

disarmament atomic bomb General Assembly energy consumption environmental conscience win/win situation meteorologist EBS

STUDENT HANDOUT: SOCIAL RESPONSIBILITY

You and your committee must select an industry and submit a plan for a socially responsible action. For example: using cards that allow the consumer to indicate whether or not to change sheets in a hotel; or, using biodegradable "peanuts" in packaging. Consider the items below as you demonstrate the benefits and costs of your plan.

BENEFITS	COSTS
cleaner environment	real dollar costs
efficient use of resources	distribution of benefits
economic growth	discontinuation of some goods services
improved public image	conventional product/service planning
government support	resources for prevention rather than invention
higher standard of living	other:
public education	other:
worker and public health benefits	other:

Based on this analysis, does your plan make good business sense?

Adapted from: "The Benefits and Costs of Social Responsibility," Evans and Berman, MARKETING 7/e. Prentice Hall, 1997, p122.

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******** ** ** IN HARM'S WAY: STORM CHASERS

DIRECTIONS: Working within a group, select one of the following assignments to complete and present as an oral presentation, written report, classroom demonstration, or graphic/multimedia display.

1. SO YOU WANT TO BE A METEOROLOGIST: Design a test to discover interests and aptitude for a career in meteorology. Test questions should take into consideration types of careers within the field, educational requirements, talents and inclinations. Administer the quiz to at least 10 students to test its effectiveness. What questions might you add, delete or change? Why?

2. THUNDERSTORM: You will need a clear container (sweater box or aquarium) filled with cool water; and, a clean baby food jar filled with warm skim milk and sealed with plastic wrap and a rubberband. Place the filled and sealed baby food jar into the clear plastic container and poke several holes into the plastic wrap. Observe and record what happens. Demonstrate this experiment for the whole class and explain:
   a. Why is the experiment called "Thunderstorm"?
   b. What rules of physical science are demonstrated? What happens if the water is too cold? What happens if the milk escapes too slowly? Why?
   c. How can you use the experiment to explain: updraft, "virga" (precipitation streamers), mammatus clouds and anvil-shaped thunderstorm?

3. STORM CHASER ON THE WEB: You may not be at the right place at the right time to chase a real tornado, but you can spot twisters all along the Worldwide Web. (Try this address to get started: http://covis1.atmos.uiuc.edu/guide/) Create a diary to record your photographic sightings. Keep track of the Web site, storm location, date and severity, if available. Print out the photos to attach to your diary or draw your own renditions. CHALLENGE: Select the most exciting tornado you find on the Web and write about your observation as if you had chased and photographed the twister yourself.

4. MULTIMEDIA GLOSSARY: Use a combination of media -- from hi-tech to body language -- to create a multimedia tornado glossary. Begin with terms found in today's segment: wall cloud, supercell, rotating updraft, back-sheared anvil. Add to these terms in order to create a multimedia event that explains and depicts tornadoes -- what you see, feel and hear as well as the science that creates them.

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******** ** ** NEWSROOM WORLDVIEW

ILLEGALS: ISRAEL--ECONOMIC CONDITIONS; ISRAEL--LABOR--ILLEGAL ALIENS

1. Why does Israel's labor force include many international workers? How does this threaten the economic security of Palestinians in Israel? Using the video and other resources, create graphs showing the ethnic origins of Israel's citizens, non-citizens and labor force. Describe any patterns. What types of jobs appear to be held by non-Israeli labor? What problems do they face? Select a country that is a source of

such labor and examine its economic conditions. What benefits might that country's citizens find by working in Israel?

INTERNET: http://www.mof.gov.il/mof1.html
http://www.palnet.com/inv/labor.htm

ON THIS DATE: CHILE--POLITICS

2. Discover the significance of the coup in Chile which ended Salvador Allende's presidency and brought about the military rule of Gen. Pinochet. Make a chart comparing personalities, administrations and goals. Study the chart then, in a short essay, state your conclusions about which man you would have supported and why. Use the essays to create debatable issues on which side offered the best solutions to Chile's problems.

INTERNET: http://www.ddg.com/LIS/InfoDesignF94/aurelia/chihis.htm
http://www.en.utexas.edu/~bill/316/research2/research2jeff.html
http://www.oneworld.org/gemini/april/chile.html

CONGO (PART III): ZAIRE--ECONOMIC CONDITIONS

3. What economic and social problems face Zaire today? How is President Mobutu characterized in the video?
   a. Gather information about Mobutu as a person and his three decades of rule in Zaire. Use several resources to avoid bias. Develop a pictorial display of the political and economic developments during his 30 years of rule. How would you describe the progress made during his administration? How would you describe his style of leadership?
   b. Focus on Zaire's political structure. Add a drawing to your display that shows how the administration is organized and how laws are both made and enforced. How would you characterize Mobutu's government? What do you think is the relationship between the type of government a country has and the rate at which its economy develops?

INTERNET: http://www.soc.american.edu/observe/back/Zaire.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

underclass expel abundance witch doctor inflation rate

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******  **   **   *                    Thursday, September 12, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		:50	:50
TOP STORY	United States is sending more warplanes into Iraqi skies.	4:45	5:35
HEADLINES	-HURRICANE HORTENSE STRENGTHENS -OLYMPIC PARK BOMBING INVESTIGATION UPDATE	:50	6:25
SCIENCE DESK	Researchers are looking at ways to use 3-D imaging to save lives.	2:25	8:50
ON LINE	Check out our Web site: CNN.COM/NEWSROOM	:30	9:20
IN HARM'S WAY	(Part IV) Novice storm chasers follow the weather in search of adventure.	4:45	14:05
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:15	15:20
CONGO PART IV	The Zaire River provides many things for Zaire but it cannot solve that nation's problems.	12:40	28:00
CNN NEWSROOM WORLDVIEW CLOSE		2:00	30:00

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TOP STORY: MORE U.S. PLANES HEAD FOR PERSIAN GULF REGION

1. Why are more U.S. warplanes headed for the skies above Iraq? What kinds of planes are en route? Why have these types of planes been deployed?
2. U.S. Defense Secretary William Perry has accused the Iraqis of "playing some kind of game." What does he mean? What do you think the Iraqis are trying to accomplish by their most recent actions? Do you think these actions warrant a U.S. military response? Why/Why not?
3. Early yesterday Baghdad notified the UN that it considers the U.S. air patrols to be tantamount to military aggression and demanded that they be stopped. What could be next in this latest series of events? Group students and have each group research the military and verbal missiles that have been "launched" up to this point. Challenge groups to predict the next move in this international chess game, first by creating a flow chart that shows possible events and corresponding reactions, then by selecting the flow path students think is most likely to occur. Have groups share and explain their flow charts and predictions.

4. According to the video, the U.S. is receiving little support from its Gulf War allies in its latest military action against Saddam Hussein. Ask students to speculate about the reasons allied support is so hard to come by in this case. Group students. Direct each group to act as the U.S. delegation to the UN and prepare a speech to the General Assembly designed to rally support among member nations for the latest UN action in the Persian Gulf. Have each group appoint one member to deliver its speech. Discuss possible reactions by different governments to each speech.

IN HARM'S WAY: PART IV

5. How does Tom Pastrano use technology to help him in his storm chasing? What weather observations usually indicate that he is encountering conditions favorable for tornado formation?
6. Distribute the HANDOUT (pg 4). Have students use descriptions from the video and information from the HANDOUT to diagram how the wind and clouds give birth to a tornado.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

F-117 Stealth Fighter B-52 Bomber Kuwait Diego Garcia anvil capes soundings directional shear convection lifting index

DESK: 3-D IMAGING

1. BEFORE VIEWING: Have students sketch a three-dimensional object. Ask: What techniques are used to show depth of field? Which techniques are most effective? Why? Can a 3-D object be accurately represented in two dimensions? Explain.

2. AFTER VIEWING: Ask students to describe the three-dimensional images shown in the video. How were they made? How do they differ from the students' sketches? How are they similar? Are the images actually three-dimensional? How can you tell?

3. Invite an optometrist or ophthalmologist to discuss depth perception with the class. Have the class make a list of questions to ask the visitor, including: What is meant by depth of field? Can humans accurately perceive depth? What factors affect depth perception? Can all animals perceive depth? Why/Why not? How can depth perception be improved? Why is it necessary? Can the human eye be fooled into seeing three dimensions on a two dimensional surface? Have students write a summary of the information presented by the guest.

4. Have students bring in examples of 3-D images presented in two dimensions, such as holograms, videos with special glasses, computer graphics, etc. Challenge students to explain how the 3-D images are formed and arrange for them to present the images in a 3-D exposition. Hold a class vote on Best of Show.

5. How can light and shadow be used in drawing or photography to give the illusion of three dimensions? Have students find examples of this effect. How else light can be manipulated to alter our perceptions? Have students research properties of light -- frequency, wavelength, speed, coherence, etc. -- and use these properties to explain how the 3-D images are formed.

6. List current and past imaging techniques. Insure that these techniques are mentioned: drawing, photography, X-rays, MRI, CT scans, LCD (liquid crystal displays), LED (light emitting diodes) and holograms. Group students and assign each group a specific technique to research, considering the following:
   a. When was the technique developed? Who developed or refined it? How is the technique used today?
   b. How are images formed? How might the technique be improved? Could the process shown in the video be applied to this imaging process?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

MRI CT scan laser hologram ellipse virtual reality

STUDENT HANDOUT: THE ULTIMATE STORM

DIRECTIONS: From the puffy white clouds of a summer afternoon to the screaming violence of a tornado -- how does the transformation occur? Use descriptions from the video and from below to analyze and diagram the development of a killer storm.

SQUALL LINES
Isolated thundershowers are impressive but not especially dangerous. However, squall lines may form when several cumulus clouds combine, or during large-scale collisions between cold air and warm moist air. When a cold front wedges beneath a warm, moist layer, the convective cycle starts. The combination of clouds insulates a central updraft of warm, moist air which races upward at speeds as high as 30 miles per hour (mph). Once a squall line starts, several factors combine to increase its strength. The warm air can surge upward and pull more air into the storm. Dry air above the cloud chills the cloud's edges and increases the temperature difference between the warm and cold air. Strong, high altitude winds can act like an exhaust fan and literally vacuum up the low level air.

SUPERCELLS
A supercell is born if violent updrafts from a squall line converge in a sharply defined "wall cloud" that hovers only 1,500 feet above the ground, then spirals up at 60 miles per hour or more. The updrafts eventually shoot several miles above the troposphere creating a huge cloud cap. Because raindrops have no time to grow in such a swift updraft, rain is concentrated in a dark hook (rain hook) around the central updraft. Tornadoes usually form from the updraft at the hook's tip where wind speed and spin are greatest.

TORNADOES
In many respects, a tornado resembles a miniature hurricane. Within the dust envelope, the strongest updrafts surround a calm central eye of low pressure, where air gently descends from above. Because a tornado's lowest pressure is located just above the ground, air sucked into the vortex first gains speed as it spirals around the eye, then gradually slows. This pressure configuration accounts for a tornado's shape. Within a large tornado, turbulent eddies often generate an ongoing series of miniature twisters called "suction vortices." They are the most violent whirlwinds on Earth, generating winds up to 100 mph, stronger than those elsewhere in the same tornado. The haphazard birth of these tiny, sharply defined twisters, each with a life of mere minutes, accounts for the freakish damage caused by many tornadoes. A suction vortex can slash through a house like a knife, obliterating one half and leaving the other half untouched.

NEWSROOM WORLDVIEW

CONGO (PART IV): ZAIRE--ECONOMIC CONDITIONS; ZAIRE--STANDARD OF LIVING
WHILE VIEWING: List the problems facing Zaire. AFTER VIEWING: Use your list to make a model showing the relationships among the various problems.

a. Draw circles and place one problem in each circle.
b. Connect the circles with arrows to show how one problem either causes or contributes to another. Example: "poor sanitation" leads to "diseases." After you have used the items on your list, consult more resources to identify other problems that exist in Zaire.
c. Incorporate the newly discovered problems into your model and connect them with arrows as before. On completion,

study your model carefully to insure that you have noted all of the relationships that logically exist. Share your model with others and study their models. Incorporate their ideas into your model to make sure that it is complete.

d. Evaluate the problems you have included to find the ones that are the most important. Count the number of arrows from each problem which point to other problems. The problem which has the most outward pointing arrows should be the most important problem facing Zaire today.

e. Prioritize the problems in your model, beginning with the one with the most outward pointing arrows and finishing with the one that has the least.

f. Each group should select one of the most significant problems identified and research thoroughly the causes of that problem and the available solutions. Invite to class someone who is familiar with UN assistance programs to discuss the problems under study and the assistance programs available.

g. Compile your information into a practical plan directed at helping to solve the major problems facing Zaire. Send copies of your plan to governmental and UN officials asking for their reaction and support. Discuss factors that might prevent successful implementation of your plan.

h. CHALLENGE: Conduct a statistical analysis of Zaire's population. Gather and analyze data concerning such factors as birth rate, death rate, rate of natural increase, etc. What implications do Zaire's population growth pattern have for chances of solving her problems?

INTERNET: http://www.he.tdl.com/~connect1/zaire.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Pandemonium salvage unseaworthy scavengers squalid quarantine

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******  **   **   *                                    Friday, September 13, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		:45	:45
TOP STORY	U.S. deploys fighter planes and a second aircraft carrier to the Persian Gulf.	4:10	4:55
TAKING CARE OF BUSINESS	Two major U.S. mergers: TBS with Time Warner and Gillette Co. with Duracell	:40	5:35
EDITOR'S DESK	-Deadly weather hits Caribbean, U.S. -Bosnia prepares for weekend elections. -U.N. vote to ban nuclear test explosions. -U.S. Pres. Clinton hosts Israeli P.M.	3:40	9:15
ON-LINE	Check out our Web site: CNN.COM/NEWSROOM	:20	9:35
IN HARM'S WAY	(Part V) One professional "chaser" tracks storm movements for businesses and media.	4:50	14:25
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:25	15:50
STREIKER INTERVIEW	CNN Correspondent Gary Streiker talks about his "beat" -- Africa.	4:40	20:30
INDIA BEACH	A husband and wife team are trying to clean up Bombay's dirty beaches.	3:00	23:30
MEXICO BASEBALL	The San Diego Padres are making Monterrey their baseball home away from home.	2:40	26:10
JAPAN WEDDINGS	Increasingly, Japanese couples want to have a totally unique wedding experience.	2:55	29:05
CNN NEWSROOM WORLDVIEW CLOSE		:55	30:00

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TOP STORY: U.S. MILITARY DEPLOYMENT

1. Ask students: What act prompted the U.S. deployment of planes and an aircraft carrier to the Persian Gulf region? What kind of "signal" do you think the U.S. wants to give Iraq?
2. "Sources say the White House wants to tone down some of the tough talk." Have students compare that statement from the video report with the recent deployment. Ask: In your opinion, is there a contradiction between what the Administration says it wants to do and its deployment of additional firepower? Justify your response.
3. Keep a class log from several media of local, national and international responses to an intensified U.S. presence in the Persian Gulf. As a class, analyze the responses and challenge students to predict a) the direction U.S. public sentiment will take and the impact military action might have on the presidential race; and, b) the degree to which former U.S. allies in

the Gulf aid or distance themselves from U.S. action there. Save students' predictions to compare with final outcomes.

NEWSQUIZ

4. Go over the glossary of weather words on the HANDOUT (pg 3) with students. Ask volunteers to offer images from their week's viewing to explain the definitions or show how they are used by weather forecasters and storm chasers. Give students time to a) write a short story, journal entry, poem or weather script and b) share in a class display or reading.

IN HARM'S WAY: (PART V) THE PROFESSIONAL

4. Describe Val Castor's "job" and his "tools." Who uses his services and what benefits accrue to each? How does he utilize radar in his work? What weather information can he provide that radar cannot?
5. Have each student group contact one local media to find out if, and how, it uses free-lancers in the station's productions. If possible, invite a weather free-lance to class to discuss and field questions from students about his/her work.

MEDIA LITERACY: MEDIA GRAPHICS

6. Graphic illustration has become an important part of news reports. Challenge students to work individually or in pairs to analyze the power and use of graphics in news today, using the directions on the HANDOUT (pg 4).

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

rhetoric ENTERPRISE Stealth fighters conglomerate Fausto

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* * * * * * MEDIA LITERACY
******** ** ** STUDENT HANDOUT: GRAPHIC ACCOUNT

WEBSTER defines the term "graphic" as: "of or pertaining to written or pictorial representation" and "described in vivid detail, clearly outlining or setting forth."

DIRECTIONS:

1. In discussion, briefly describe and analyze graphics you remember from:
   a. In Harm's Way
   b. Science Desk
   c. Top Stories

   How did these pictures embody WEBSTER's definition? What did they do to enhance or improve the report for the viewer? Could they have been better? Explain.

2. Cue up one of the graphic's from this week's CNN NEWSROOM reports or find a graphic from a report in your newspaper, a news magazine or a textbook. Briefly list the information illustrated by the graphic.

3. Try to present this same information without the graphic. Can you produce with words alone as clear an description as the graphic did with words and pictures? Why/Why not?

4. Choose a report from CNN NEWSROOM this week, a local newspaper or news magazine, or from a textbook that you believe could be improved with a graphic illustration. Design that illustration on a separate sheet of paper.

5. Share your illustration with your classmates along with the story your graphic enhances.

IN HARM'S WAY

DIRECTIONS: Examine the definitions of words used in the series, In Harm's Way. Be sure you understand each definition. Then write one of the following using as many of the words as possible.

a. Short story about a tornado
b. Report from the journal of a storm chaser
c. Poem about the power of a tornado
d. Script of a weather report for Flip Spiceland of CNN

air mass	an enormous body of air that forms over a region in which the temperature is fairly constant.
anvil	distinct shape of the spreading top of cumulonimbus clouds; indicates growing thunderstorms
capes	a measurement of the potential energy for convection
convection	a method of cloud formation based on rising warm air
DOW	Doppler On Wheels; trucks outfitted with Doppler Radar used to follow storm conditions, measuring wind velocities and the intensity and movement of rain
Fujita Scale	a measurement of the damage intensity of a tornado
lifting	warm moist air blowing up over mountains or hills cools as it reaches the atmosphere causing condensation that forms clouds
mesocyclone	atmospheric disturbance characterized by masses of air circulating about a low pressure center 20 - 50 feet above the earth's surface, usually accompanied by stormy, destructive weather
roping out	the dissipation of a tornado
rotating updraft	air moving upward and in a circular motion
soundings	measurements of wind speed
storm cell	larger system from which tornadoes can develop
vortex	whirlwind; air flow about an axis
wind shear	a change in wind direction due to lateral pressure

NEWSROOM WORLDVIEW

STREIKER INTERVIEW: MASS MEDIA; REPORTERS AND REPORTING

1. Why does Gary Streiker think that the Western press does not regularly report on events in African countries? How does he suggest that the changing global marketplace has further

aggravated an already serious situation in Zaire and other African countries? Gather data about the volume and dollar value of products exported from Zaire and from several of her central African neighbors at 5 year intervals over the past 30 years. Graph your data and study the trends. To what extent has the pattern of exports changed and income from exports dropped? Considering the products typically exported, what would explain the changes in the pattern of trade? Do the data suggest any positive trends? Explain.

INTERNET: http://www.polrisk.com/zair0001.htm

INDIA BEACH: INDIA--ENVIRONMENT--CITIZEN PARTICIPATION

2. What progress has the couple in the report made in cleaning the beach in Bombay? Why did they decide to take responsibility for cleaning up the beach? Does a similar sense of civic-mindedness exist among the students in your school? Identify simple projects that could be done by concerned students. Give them an opportunity to participate in these projects and note their responses and reasoning. Complete the projects, if possible. Study the data gathered from students' responses. For what reasons did students agree or decline to get involved? Evaluate the results of your data. What does it suggest about the attitude of students in your school toward their civic responsibility? On a large scale, how might such attitudes affect your community in the future?

INTERNET: http://wicip.org/syc/
http://www.columbia.edu/cu/admissions/intro/cui19.html

JAPAN WEDDING: JAPAN--WEDDINGS; JAPAN--SOCIAL LIFE AND CUSTOMS

3. Why do some Japanese couples want to have unique wedding experiences? Research to find out what a traditional Shinto wedding is like. Make a poster that compares the new "modern weddings" with the more traditional weddings. What do the new types of weddings suggest about the changing patterns of culture in Japan? Is such behavior good for a culture or should people be more respectful of traditions? Explain.

INTERNET: http://er4www.eng.ohio-state.edu/~brownj/GUIDE/M.html
http://pweb.in.aix.or.jp/~life_create/tour.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

frontier	carnage	overused	revelers	civic	municipal
monsoons	sewage	bilingual	franchise	familiarity	trends

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******  **   **   *                    Monday, September 16, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		:55	:55
TOP STORY	U.S. government policy toward Iraq undergoes scrutiny and reevaluation.	3:00	3:55
BOSNIA VOTES	Bosnians elect a government with a presidency shared equally by a Bosnian, Croat and a Serb.	1:30	5:25
DEMOCRACY DESK	Question: Would you want to become President of the United States?	3:20	8:45
SPACE IS THE PLACE	ATLANTIS was scheduled to depart today to retrieve U.S. astronaut Shannon Lucid.	:35	9:20
PICTURE PERFECT	(Part I) The glamorous world of modeling can be a "dream" or a nightmare.	4:25	13:45
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:40	15:25
DOMINICAN SMUGGLERS	Illegal immigrants from the Dominican Republic depend on the aid of smugglers.	2:20	17:45
PRAVDA BYE	The official Communist paper is closing.	2:30	20:15
IRIAN JAYA TOWN	A U.S. community is taking root in the Indonesian rain forest.	2:30	22:45
JAPAN ART	Art is imitating life in Tokyo, Japan.	:35	23:10
PHILIPPINE TV	Low-budget Mexican soap opera has become the rage in the Philippines.	1:45	24:55
CHILE	U.S. embassy has become an art gallery.	3:15	28:10
CNN NEWSROOM WORLDVIEW CLOSE		1:50	30:00

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TOP STORY: U.S./IRAQ POLICY

1. Review with students the chronology of events taking place in the Persian Gulf last week. Ask: According to the video report, in what way has the U.S. policy changed toward Iraq? In what way has it remained the same?
2. Senator John McCain (R-AZ) is quoted as saying, "The situation is in terrible disarray. The credibility of the United States is at stake." Using evidence from the video segment and from recent events, have students work in small groups to
   a. gather evidence that supports and refutes Senator McCain's assertion.
   b. find examples in U.S. history where international policy had to be reinvented while events unfolded.

Have each group choose a representative to use the groups' analyses and discoveries to argue, on the Senate floor, to support or refute Senator McCain's position.

BOSNIA ELECTIONS

3. Have students describe the conduct and outcome of Bosnia's election. Lead a class discussion of the viability of the "power sharing arrangement" voted in by the electorate. Ask: How far do you think this arrangement must extend in order to create a government that works for all Bosnia's citizenry?

PICTURE PERFECT

4. How has the modeling industry changed in recent years? What has been the most significant catalyst for that change? Discuss students' awareness of models as "personalities" and how and through what media these images have their strongest projection. Generate a list of "qualities" these models exemplify, then have students find magazine pictures that illustrate each of these qualities/attributes.
5. Comment on this statement from the report: "In society, there's a need for a dream icon, for what we could all become, the glamour that we could all have in our lives." What is a "dream icon"? Have students consider who might be their "dream icon" and write a journal entry on what that person exemplifies in the student's life. Ask volunteers to share their reflections.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

rhetoric William Perry pragmatic John Shalikashvili
Bahrain IFOR expatriates lucrative exploitation

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* * * * * * DEMOCRACY IN
******** ** ** AMERICA DESK: PRESIDENTIAL ASPIRATIONS

1. BEFORE VIEWING: List some careers you think parents want for their children. How do you think most U.S. parents feel about the presidency as a long-term career goal for their children?

2. AFTER VIEWING: What were some of the sentiments expressed by parents in the video when asked if they'd want their children to be president? Explain how contemporary history may be a factor in shaping their opinions. How did the kids who were interviewed feel about being president? Did any of their answers surprise you? Why/Why not?

3. In the video, CNN Correspondent Jim Angle states that, "American presidents were once revered..." and he gives several examples. Ask students to explain what Mr. Angle is trying to say. Then, have them poll older family members to find out their opinions. Have students ask each person: Who was the "best" President? The "worst"? Why? Have students collate their findings and share them with the class. Discuss how events have an impact on how Presidents are remembered.

4. Focus students' attention on the young lady in the video who states that it might be good to be President, "...so I could tell people not to do bad things." Generate a discussion about the public perception of the president as the "moral compass" of the nation. Do students think that the president helps to set standards of right and wrong for young people? Help each student find and research one president that he/she believes set a positive ethical tone for the country and present a formal report on that president to the class.

EXTENSION: Besides the role as a positive role model, what other "hats" does a president wear? Have groups of students research and list as many roles of the president as they can find (e.g., chief legislator, head of party, head of state) and present their lists. Have each group find a photo of a president in at least one of these roles and combine all pictures into a bulletin board illustrating the "Many Roles of the President."

5. Distribute the HANDOUT (pg 4) and have students work in groups to research and note both the formal and informal qualifications for the U.S. presidency. Have groups share their work. Then ask: What qualifications prevent you from being president now? Poll students to find out who could become president after meeting the age requirement. Would any of them want to be president someday? Why/Why not?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

scandal campaign finance reform aspiration leadership honor

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******** ** ** STUDENT HANDOUT: PRESIDENTIAL QUALIFICATIONS

DIRECTIONS: A person wishing to become U.S. President must meet some Constitutional or FORMAL qualifications, as well as some INFORMAL or practical "qualifications" that make the candidate more "electable." Use your resources to find and explain the FORMAL and INFORMAL qualifications a person must have to hold the office of President of the United States. Some categories have been given to help you organize your information.

FORMAL QUALIFICATIONS:

1. Age:

2. Citizenship:

3. Residency:

INFORMAL QUALIFICATIONS:

1. Experience:

2. Home state:

3. Party affiliation:

4. Personal:

After sharing your information with the class, look at the FORMAL and INFORMAL qualifications and discuss which specifics would prevent YOU from becoming President of the United States right now. Assuming you could meet the age requirement, could you be President? Would you want to be? Why/Why not? Poll your classmates to find out who could meet the constitutional qualifications for the presidency later on in his/her life.

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******** ** ** NEWSROOM WORLDVIEW

DOMINICAN SMUGGLERS: DOMINICAN REPUBLIC--REFUGEES; SMUGGLING

1. How are some Dominicans trying to get into the U.S.? On a map, identify the countries from which illegal immigrants emigrate to the U.S. Trace the routes that are used to gain entry. By

each one, place the estimated number that attempt entry monthly and the number that are successful. What success rate would you expect from border and coastal policing efforts? Suggest methods that might be more successful.

INTERNET: http://info.lanic.utexas.edu/la/cb/dr/

PRAVDA BYE: RUSSIA--MASS MEDIA--NEWSPAPERS

2. Why is Pravda going out of business? How has the role of the media in Russia changed? Compare advantages and disadvantages of a free press and a government controlled press. Why might a government prefer to control the national press? To what extent is a free press essential to a democratic society? Why does PRAVDA no longer fit in the Russian system? What will replace it?

INTERNET: http://www.nichecom.com/~minat/info.html

IRIAN JAYA: INDONESIA--LAND USE; INDONESIA--ECOLOGY--RAIN FOREST

3. Why is Kuala Kencana being built? What characteristics will the new town have? List the elements needed in the planned construction of a town. Use your list and your imagination to draw or make a model of what you think would be the town of the future. Share and discuss your model with others. How would such a town avoid the problems that plague many of today's cities and towns? What advantages would towns have if they were planned? Considering who is constructing Kuala Kencana, what problems do you think the town will have?

INTERNET: http://pan.cedar.univie.ac.at/arch/infoterra/95dec/msg00028.html

CHILE: CHILE--ART--EXHIBITIONS--GOVERNMENT POLICY

4. Why has the Ambassador opened his residence to the public? Why is it necessary in Chile to gain private funding for cultural activities? Research the sponsorship of a local gallery or museum to find out if the same is true in your community. How does this affect the quality of cultural activities? Would it be better if the government subsidized cultural activities? Why/Why not?

INTERNET: http://www.andrews.edu/~mayr/chile.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------

smugglers refugees Kamoro tribe remote collaboration estuary pioneering Freeport McMoran Copper & Gold volunteerism

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******  **   **.  *                          Tuesday, September 17, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Space shuttle ATLANTIS encounters problems after lift-off which could jeopardize its mission.	2:35	3:35
HEADLINES	-U.S. MILITARY REMAIN ON ALERT IN GULF -BOSNIA CONTINUES TO COUNT VOTES	1:40	5:15
INTERNAT'L DESK	Economic reform may have transformed China's cities, but in the countryside life has changed very little.	3:00	8:15
LOOK AHEAD	On WorldView: A Hong Kong cartoonist	:25	8:40
CHECK IT OUT!	Series of earthquakes signals formation Of a new island in the Hawaiian chain.	1:25	10:05
PICTURE PERFECT	(Part II) Teen models compete for the cover of SEVENTEEN magazine.	3:40	13:45
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:50	15:35
BRAZIL AMAZON	Chico Mendes' murder has arrested the power of environmentalists in Brazil.	3:05	18:40
JAPAN NO NUKES	Residents of a Japanese town have voted to block the building of a nuclear reactor.	2:40	21:20
UNITED NATIONS	Tours of the UN are open to more than just world leaders.	3:30	24:50
HONG KONG CARTOONIST	One political cartoonist has ignored China's sensitivity to criticism.	3:55	28:45
CNN NEWSROOM WORLDVIEW CLOSE		1:15	30:00

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TOP STORY: SHUTTLE UP TO MIR

1. What two problems have surfaced in connection with yesterday's launch of the ATLANTIS space shuttle? What are the potential immediate and long-term impacts as a result of these problems? Have students use newsmagazines and other media sources to review Astronaut Shannon Lucid's initial boarding of MIR and its historic significance.
2. Recall other problems connected with space shuttle missions. As a class, develop a timeline of NASA missions, highlighting its successes and failures. Divide the class into groups and assign to each group a success or failure to investigate. Each group's report to the class should include
   a. names of the astronauts;
   b. name, intent and success/failure of the mission;

c. cost of the mission; and,
d. any subsequent benefits or liabilities to NASA's program as a result of that mission.

Reconvene the whole class to analyze the effect a failed mission would have now on future NASA projects. Have students "grade" NASA's overall success rate and defend their ratings.

CHECK IT OUT!

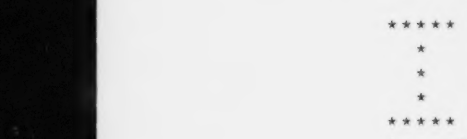
3. Replay the video segment and engage students in a discussion of the "birth" of Loihi. Have students use a map to locate the spot where Loihi will emerge. What is considered "rapid growth" for an island? Challenge students in groups to gather information about other active volcanoes worldwide, the changes they have engendered and the information scientists harvest from this activity. Have each group present a report with a graphic display, including their volcano's geographic location.

PICTURE PERFECT: (Part II)

4. WHILE VIEWING: Note the positive and negative experiences of the model contestants. AFTER VIEWING ask: How many finalists were there and out of how many entrants? To whom would a young woman's "...picture on the cover of a magazine [like SEVENTEEN be] worth thousands of dollars"? Challenge student groups to gather figures on the modeling industry. As a class, compare these to determine what sectors of the industry reap the greatest benefits.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

APU Shannon Lucid MIR Srebrenica HPI Kiluea caldera Loihi



***** DESK: CHINA: FIGHTING HUNGER

1. BEFORE VIEWING: Consider the old maxim, "Give a man a fish and he will eat for a day; teach a man to fish and he will eat for a lifetime." Invite students to explain this maxim. How does it apply in their lives?

2. AFTER VIEWING: Invite students to compare Heifer Project International's (HPI) philosophy with the maxim discussed before viewing. How does their program in China reflect this policy? What "extra idea" do they add? (ANSWER: passing on the "fish" and the knowledge to another in need). Challenge them to rewrite the maxim about fishing to reflect HPI's mission.

3. In closing, CNN's Andrea Koppel says: "...and having money means there are now dreams worth chasing." Ask students why this would be so? Life at/below the poverty level is plagued by hunger and malnutrition, as well as loss of dreams.
   a. In class discussion, ask students to describe life if:
      i. faced with a constantly empty stomach.
      ii. there were no "dreams worth chasing."
   b. Have student groups write 10 "if, then" hypotheses about life at the poverty level and discuss the picture they paint of life at/below the poverty level.
   c. Challenge them to use these hypotheses to write a 1-2 page description of a day in the life of a person living at the poverty level either in the U.S. or in China.

4. Invite students to work in groups to read and complete the HANDOUT (pg 4) on China's Great Leap Forward, 1958-1959. Each student group will represent one segment of society, e.g., mothers, farmers, students, etc. As they work on the speeches, remind them to think about the needs and attitudes of their group. In their opinions, should the country return to its old ways or should some of the communist ideals be retained?

5. HPI is only one of many agencies whose mission is to help feed the world's hungry citizens. With what other such projects are students familiar?

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a. Share the following INTERNET address (International Service Agencies: Hunger Relief) with students.
b. Instruct them to choose one of the other agencies that can be found at the end of the file and write a short brochure to share information about the group and its projects.
c. Bind these brochures and invite others in the school to get involved in the fight against hunger.

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******** ** ** STUDENT RESOURCE: THE GREAT LEAP FORWARD

DIRECTIONS: Read the information about the campaign in China its leaders named The Great Leap Forward. Work in groups to try to explain why this program failed and what should replace it. Groups should represent different members of society, from mothers to students to farmers to party members. Each group will then write a speech (no more than 5 minutes in length) to the Communist Party leaders expressing their opinions and suggestions for change. Should the country return to its old ways or should some of the communist ideals be retained?

Between the years of 1958-1960, Chinese Party Leader Mao Zedong and his followers initiated a campaign he Great Leap Forward - aimed at developing the country technically and economically faster and with greater results than before. Under the Great Leap Forward, the countryside was organized into large, self-supporting communes along paramilitary and labor-saving lines. The Great Leap Forward:

a. merged some 750,000 agricultural producers' cooperatives into about 23,500 communes.
b. divided communes into "production brigades" (similar to traditional villages) and production teams.
c. planned the communes to be self-supporting communities for agriculture, small-scale local industry, schooling, marketing, administration and local security.
d. moved people away from the old-ways of nuclear family life into a collective pattern of living, with communal kitchens, mess halls and nurseries.

The Great Leap Forward was declared an economic failure by 1959. Some of its economic consequences included:

a. fewer raw materials for industry;
b. too many poor-quality goods;
c. ruin of industrial plants through mismanagement; and,
d. exhaustion and demoralization of the everyone involved, from peasants to intellectuals to party functionaries.

Efforts to reorganize to correct the failure were prompted by the party's realization that the arrogance of party and government functionaries had engendered only public apathy. Efforts included decentralization of the commune system and more populist leadership in the countryside. Although the country began its long climb back to economic stability, complete recovery has yet to be achieved.

INTERNET SOURCE: Http://www-chaos.umd.edu/history/prc2.html# greatleap

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******** ** ** NEWSROOM WORLDVIEW

BRAZIL AMAZON: BRAZIL--ENVIRONMENTAL MOVEMENT; BRAZIL--ADMINISTRATION OF JUSTICE

1. Why was Chico Mendes murdered? Why have authorities had difficulty in bringing his killers to justice? Investigate the effect Mendes' murder has had on the environmentalist movement in Brazil. Gather and graph data on how many acres of rain

forest have been cleared each year over the past 10 years. Indicate the percentage of increase or decrease in clearing during each year. What conclusions do you draw? Compare the patterns for the periods before and after the death of Chico Mendes. Does his death mark a turning point in rain forest clearing? Why has it been difficult for this cause to proceed without his leadership?

INTERNET: http://lanic.utexas.edu/project/ppb/reference.html
http://www.wp.com/FAF/

JAPAN NO NUKES: JAPAN--POLITICS; JAPAN--ANTINUCLEAR MOVEMENT

2. Why is Maki Town opposed to a nearby nuclear power generation plant? How important is nuclear energy in Japan? Conduct a study into the safety of nuclear reactors. Gather objective information from a variety of sources about safety devices, hazards, past accidents and recent improvements related to nuclear reactors. Use it to create a thoughtful presentation about the subject. Which arguments are most often used by those supporting nuclear reactors? Which ones are used most by their opponents? How would the people of Maki react to your presentation? Would they be correct? Explain.

INTERNET: http://itri.loyola.edu/annrprt93_94/NP.htm

HONG KONG CARTOONIST: HONG KONG--POLITICS; CARTOONS AND CARICATURES

3. What are Wang Kee Kwan's favorite subjects for cartoons? What has been China's reaction? Study political cartoons in newspapers/newsmagazines. What qualities do they have that make them effective commentaries? Identify contemporary political issues and use your wit and insight to create your own political cartoons. Organize a contest to pick the best cartoons submitted. What qualities did the winning cartoons have? Who would be upset by the issues addressed in your cartoons? Why do you think China objects to Kwan's cartoons?

INTERNET: http://www.cc.gatech.edu/gvu/people/Phd/
Benjamin.Watson/links/vr.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

activist conspiracy referendum consensus eminent domain

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******  **   **   *                    Wednesday, September 18, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Commission on Presidential Debates has refused to allow Reform Party candidate Ross Perot to participate in their debates.	4:00	5:00
BOSNIA UPDATE	Vote counts continue but it appears that the Bosnian Muslim leader will become chairman.	:40	5:40
HEADLINES	U.S. TROOPS HEADED FOR KUWAIT	:40	6:20
BUSINESS DESK	A new study shows it may be wise to wait rather than buy a first-year car.	2:40	9:00
SPACE IS THE PLACE	Russian cosmonauts are getting garlic and onions for their space food.	:35	9:35
PICTURE PERFECT	(Part III) Some of these young faces are on their way to stardom.	4:45	14:20
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:45	16:05
BOSNIA TRAIN	One train is working a route that some hope will bind Bosnia together again.	2:35	18:40
CUBA SPORTS	Help for Cuban athletes defecting to U.S.	2:15	20:55
ISRAEL	Workers have found ancient Canaan texts.	:40	21:35
FRENCH ART	The French cinema is making unique films.	2:50	24:25
AFRICAN ART	New York's Guggenheim Museum has an extensive collection of African Art.	4:15	28:40
CNN NEWSROOM WORLDVIEW CLOSE		1:20	30:00

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TOP STORY: DEBATE COMMISSION SAYS 'NO' TO PEROT

1. Who is Ross Perot? Why has the Commission on Presidential Debates refused to allow him to participate in upcoming debates? Do you agree with their decision? Why/Why not?
2. Working in small groups, have students research both sides of the following question: Should presidential debates include more candidates from different political parties, or would a larger debate format impede a focus on the issues? Challenge each group to come to a consensus then present its opinion and supporting information to the class. Conclude with a class discussion on whether or not the guidelines used by the Commission on Presidential Debates are in the best interests of a democratic republic.

3. What does the Commission's decision mean to the Perot campaign? Does it affect the Clinton and Dole camps? Divide students into small groups, each choosing one campaign (Clinton, Dole or Perot). Have groups research the impact of Perot's exclusion from the debates on that campaign, then issue a campaign press release in response to the Commission's decision. Who benefits or loses by Mr. Perot's exclusion? Could his exclusion have a significant effect on the November election outcome? Discuss.

PICTURE PERFECT (Part III)

4. Distribute the HANDOUT (pg 4), a note-taking guide. Review the QUESTIONS to make sure students understand the kind of information each requires. Give them time to complete the questions through research.
   a. Discuss with students the business of modeling from the employee's point of view. What do the students see as the pros and cons of a modeling career?
   b. Give them time to research 1-2 other interesting careers of their choice and evaluate.
   c. Discuss their career findings and analyses. What aspects of a career are most important to the students? Why?
   d. Set a deadline for promotions as described in Step 4 on the HANDOUT and share these in class and with your school guidance office.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Ross Perot bipartisan Commission on Presidential Debates fraud unanimous contract potential tear sheets problematic

DESK: NEW MODELS

1. BEFORE VIEWING: Briefly, discuss the following questions: What do you think is meant by the old warning to the wary car buyer to "[back] off a car's first lap in the showrooms"? Explain. What is meant by "first lap in the showrooms"? To what problems might this warning be alerting the buyer? Do you think this warning is probably apt? Explain.

2. AFTER VIEWING: Conclude the earlier discussion by having students compare information in the video report with their ideas. According the CNN's Ed Garsten, why should the buyer beware first model cars? With what information does he back his assertion? Does the report of J.D. Power bear out your "gut-level" feelings? Explain. If you were responsible for tagging a "warning label" onto first model cars, how would you word it so as to do the least damage to sales?

3. According to the CNN report, Toyota has developed a different method for introducing changes in their cars. Invite students to compare this method with standard design procedures.
   a. What do they think would be the pros and cons of each method? They should consider buyer satisfaction, appeal to the buyer, improvements to product design, product quality and market share.
   b. Work with the class to try to outline a third method that would improve on both Toyota's and the industry's standard design methods.
   c. Invite students to use their analyses to write a short paper supporting either Toyota's new-product design plan; the car industry's standard method of new-product design; or, their own method of new-product design.

4. CONSUMER REPORTS publishes a yearly evaluation of all new cars.
   a. Divide students into teams and have each team choose a car model that was introduced 4-5 years ago.
   b. Teams should then find copies of CONSUMER REPORTS car evaluations for each of the years of their car models' lives, beginning with their first years.

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c. Challenge students to refute or support J.D. Power's findings through a comparison of these reports.
d. When analyses have been completed, discuss findings. Would your students agree or disagree with the adage about "backing off of a car's first lap in the showroom"?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

"drawing board" first-year vehicles model cycle modification

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******** ** ** BACKGROUND: INTERNATIONAL FINANCE

DIRECTIONS: Use information from the video report and your research to answer the following questions for the career of modeling.

QUESTIONS

1. What makes this career exciting or interesting?

2. How will the career support your emotional and mental growth and development?

3. How could the career stunt your emotional and mental growth and development?

4. How will the career affect your physical well-being?

5. What is the potential average annual earnings for this career?

6. What is the potential average lifetime earnings for this career?

7. Will you need to make any personal sacrifices for this career? Explain.

8. What skills, abilities and "mind-sets" will you need to be successful in this career? For example, models must practice patience.

9. What are potential stresses and dangers, if any, does this career offer?

10. What safeguards and stress relievers, if any, will you be able to find among the people with and for whom you must work?

FOLLOW UP

1. Evaluate your findings: What information would you consider a plus for the career of modeling and what a minus? Briefly explain each "rating."

2. Repeat these steps for 1-2 other careers that you might enjoy.

3. Compare the pluses and minuses of all the careers (including modeling) you evaluated. How did each one "stack up" for you?

4. Choose the one you would most like to pursue and create a promotion for an employment agency.

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******** ** ** NEWSROOM WORLDVIEW

BOSNIA TRAIN: BOSNIA--TRANSPORTATION--RAILROADS

1. Why is there hope that this train will help to heal part of the damage done by the war? Trace the train's route from Sarajevo through Mostar and on to the Croatian coast. Imagine that you were on that train. Use the images from the video, information about the terrain from the map and other information you might find to help you write diary entries about what you might have

seen along the way. Share your entries with others and use the best from the class to create a scene in which a group riding together in a train car makes observations. How did the ride affect the travelers as well as those by whom it passed?
INTERNET: http://www.linder.com/berserk/links.html

CUBA SPORTS: CUBA--INTERNATIONAL RELATIONS--UNITED STATES
2. Why do Cuban athletes defect to the United States? What kind of assistance do they receive if they wish to defect?
INTERNET: http://ix.urz.uni-heidelberg.de/~pklee/Cuba/

FRENCH ART HOUSE: FRANCE--MOTION PICTURES--PRODUCTION AND DIRECTION
3. What new types of movies are filmmakers making in France? Why are these films generating so much interest? Identify a social problem, research/write a script about it, shoot video footage, then stage a classroom film festival. What did you learn from the films? Why might such films be less than box office hits? Why might the French films not be seen in local theaters soon?
INTERNET: http://www.movienet.com/movienet/filmfinders
/buzz/bz31196.html

AFRICAN ART: MUSEUMS--ART EXHIBITION--AFRICAN ART
4. How is the African art exhibit at the Guggenheim organized? Why are its organizers excited about the exhibit? Make your own exhibit of African art. Focus on one cultural area, e.g., the Yoruba of western Africa. Gather information about types of art and typical symbols. Construct pieces from wood/clay, or make drawings of Yoruba objects. Display your pieces and discuss the significance of art to the Yoruba people and the importance of the symbols they use. To what extent do African art pieces give you insights into the culture that created them? List cultural values and attributes that can be deduced from the art. Considering all of this, do you think that the exhibit at the Guggenheim Museum will be a success? Explain.
INTERNET: http://www.panix.com/~catalyst/gallery.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------
dignitaries reunified whistle stop contingent inaugural
defections slapstick entity diversity aesthetic terra cotta

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******  **   **   *                          Thursday, September 19, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	It's another space docking for ATLANTIS and MIR; for Shannon Lucid, it's a ride home.	4:40	5:40
BOSNIA VOTES	Bosnia has elected Muslim leader Alija Izetbegovic as the nation's new leader.	1:00	6:40
SCIENCE DESK	Woodchucks are the unsung heroes in the battle against hepatitis and liver cancer.	2:15	8:55
ECOLOGY	A new national monument in Utah	:30	9:25
PICTURE PERFECT	Only a handful of young women have what it takes to be the next "super model."	4:30	13:55
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:40	15:35
BURMA SHAN	Human rights groups say that the Burmese force relocation of ethnic groups.	3:10	18:45
BRITAIN WELFARE	The British have gotten used to generous welfare benefits but resent high taxes.	3:00	21:45
CHILE RESERVE	The Torres del Paine National Park is one of the world's most remote areas.	3:40	25:25
CHECK IT OUT!	In the news: Solar-powered boats cross the Pacific; and, Egyptian archeology.	1:05	26:30
JAPAN TRUCK ART	Some Japanese truck drivers have turned their vehicles into works of art.	2:20	28:50
CNN NEWSROOM WORLDVIEW CLOSE		1:10	30:00

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TOP STORY: ATLANTIS/MIR DOCKING

1. Describe what happened during the docking process. Who is Shannon Lucid? Why was this event especially important to her?
2. What circumstances made this ATLANTIS/MIR docking the toughest one yet for a shuttle commander? Have students work in small groups to find out what factors both missions have to consider when making preparations for the docking. Have groups share their findings in a class discussion. Discuss how this docking differs from previous ATLANTIS/MIR missions.
3. Ask students to consider what experiences Shannon Lucid may have had in her six-month stay aboard the MIR space station. Generate a class discussion about the emotional and physical challenges presented by these experiences. Then have each student to select a specific period in world history, or a future time and place, and write a short story as an explorer who is accompanying a group of explorers from another country on its journey. What new sights and sounds did the explorer

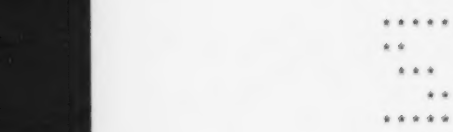
encounter? How did travel with another culture offer a different perspective on these discoveries? Have students share their work.

PICTURE PERFECT (Part IV)

4. What does modeling manager Karen Lee look for in her search for the next "super model"? How does Katie Ford describe a young woman's chances of becoming the next "super model"? Why do you think the odds are so slim?
5. In class discussion, have students summarize the words of advice -- and caution -- that fashion professionals interviewed in the video have for young women interested in modeling. Then ask: If you wanted to do or become something that others warned you was nearly impossible to achieve, what would you do? Give students time to consider this question. Have them write journal entries in response to it.
6. Working in small groups, have students search magazine and TV ads for images of fashion models. Direct groups to note what they see, describing the appearance of each model as accurately as possible. Share findings. What characteristics do these models have in common? How do these images have an effect on the standard of beauty most young women set for themselves? Discuss how consumers might respond to the fashion industry's definition of "beauty."

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

ATLANTIS MIR Shannon Lucid John Blaha open call attributes



DESK: WOODCHUCK LIVERS

1. BEFORE VIEWING: Ask students to describe a woodchuck. To what animal group does the woodchuck belong? What characteristics do these animals share? By what other name are woodchucks known? Where do they live? What do they eat? What eats them? What is their claim to fame? How much wood can they chuck? Discuss responses.

2. AFTER VIEWING: Describe the woodchucks shown in the video. How do they differ from those described before viewing? How does the lifestyle of the Cornell woodchucks differ from those born in the wild? Which woodchucks have an easier life? Explain.

3. What animals have livers and where in the body are they located?
   a. Using biology texts and other references, have students discover liver anatomy: its shape and the position it occupies in the abdomen. Ask: How does liver size and position differ in rodents and humans?
   b. Divide students into groups. Challenge each group to make a diagram of the internal anatomy of a rodent, such as the woodchuck showing the position, shape and relative size of the liver.

EXTENSION: Arrange for student access to preserved specimens of rats, or to computer software simulating rat dissecting, to study liver anatomy.

4. What does your liver do? Can you live without it? Why/Why not? How can you tell if your liver is not functioning properly? What kind of cells make up the liver? How do these cells work together to perform liver functions? Arrange for students to use texts and other references to find the answers to these questions. Have students prepare a formal report on liver function.

5. Distribute copies of the HANDOUT (pg 4). Challenge students to use information from the video, class discussion and other media references to complete their research. Have students use the information to create a brochure: How To Protect Your

Liver and Why You Should. Distribute copies of the brochures to the faculty, members of the PTA or at the local health clinic.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

hepatitis liver cancer groundhogs virus vaccinated

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******** ** ** STUDENT HANDOUT: SAVE YOUR LIVER

DIRECTIONS: Use information from the video, class discussion and other resources as needed to investigate the liver diseases listed below. Use the last two spaces to investigate two additional liver dysfunctions and their causes. Consider the following:

1. What diseases affect the liver? What are the symptoms of each disease?
2. Which are most serious? Why?
3. How can liver disease be prevented?
4. How can liver disease be treated?
5. Which treatments work best? Why?

LIVER DISEASE	SIGNS & SYMPTOMS	PREVENTION	TREATMENT
viral hepatitis			
cirrhosis			
cancer			
gallstones			
fatty liver			

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******** ** ** NEWSROOM WORLDVIEW

BURMA SHAN: BURMA--POLITICS--ETHNIC RELATIONS

1. What is the government of Burma accused of doing? Why do they want to relocate the Shan and Karenni minorities? Make a poster showing the developments in Burma during the last decade. Focus on the condition of the ethnic groups and their relation to the rebellion. Make a quick survey of what people in your school know about the situation in Burma. Use your

data to organize an educational program to inform your classmates. Why are people generally unaware of conditions in Burma? How might a general lack of awareness be advantageous to Burma's government? What should be done to remedy this?

INTERNET: http://sunsite.unc.edu/freeburma/links.html

BRITAIN WELFARE: BRITAIN--ECONOMIC POLICY; TAXATION

2. What benefits do people receive from the British welfare system? Who pays for that system? Find and graph data for the British national budget expenditures.
   a. Look at the amount and percent spent for social welfare programs. Divide the total amount by the population to get a per capita figure.
   b. Compare these figures with those for Sweden and the U.S.
   c. Next, look at the typical level of taxation in each of these countries. Are the taxation levels in Sweden and Britain markedly higher than those in the U.S.? How does the level of taxation affect profits, work incentives and other economic factors?

   Dr. Samuel Johnson said, "A decent provision for the poor is the true test of civilization." Considering these figures, to what extent do you agree with him?

INTERNET: http://homepages.enterprise.net/spock/wnews.html
http://www.britnet.co.uk/

NATURE RESERVE: CHILE--NATIONAL PARKS AND RESERVES

3. In what ways is this park unique? What kind of tourists tend to visit there? Gather information about the Magellan region of southern Chile and use it to make a travel poster that touts its benefits as a vacation site. Display the posters and solicit reactions from observers. What type of person from your community would most like to vacation there? Share your ideas about promoting the region with the officials from the Chilean Consulate and solicit their reaction to your posters.

INTERNET: http://www.business1.com/cacc/english/chilinks.htm
http://www.ascinsa.com./MAYUC/tdpaine.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------

dysentery amnesty constructive engagement socialism biosphere

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******  **   **   *                          Friday, September 20, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Internet e-mail alerts the public that an information service company is selling private information about U.S. citizens.	2:40	3:40
HEADLINES	U.S. HOUSE OF REPRESENTATIVES OVERRIDES PRESIDENT'S VETO OF LATE-TERM ABORTION BAN	:40	4:20
EDITOR'S DESK	-Bosnia's Presidents disagree already. -Iraq deterrents continue; UN reports an Iraqi-Kurd camp was attacked in Iran. -Ross Perot to sue Debate Commission. -Shannon Lucid is back aboard ATLANTIS.	3:45	8:05
LOOK AHEAD	NEXT WEEK: Broadway -- behind the scenes!	1:05	9:10
BEYOND THE GAME	Charlie Morrow vacated the corporate life for the world of minor league baseball.	4:40	13:55
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:35	15:30
MEXICO MATERNAL	Mexicans are growing concerned about the state of their health care system.	2:55	18:25
RUSSIA 300	Although in disrepair, the Russian navy is celebrating its 300 year history.	3:30	21:55
TIBET IN H'WOOD	The Dalai Lama is hoping that Western entertainers will help liberate Tibet.	3:05	25:00
SIERRA LEONE	One's haircut makes an important social statement in Sierra Leone.	3:40	28:40
CNN NEWSROOM WORLDVIEW CLOSE		1:20	30:00

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TOP STORY: INTERNET PRIVACY

1. How are some people using the INTERNET to gain access to personal information? What are some reasons why a person or a business would want this information? Why are they willing, in some cases, to pay for it?
2. What are the implications of personal information made public on the Web? Working in groups, have students list the possible ramifications of total access to one's personal information. What are the potential dangers to an individual, socially and economically? Share lists and discuss possible ways to safeguard one's privacy on the 'NET.

EDITOR'S DESK / NEWSQUIZ (pg 4)

3. This week's NEWSQUIZ (pg 4) illustrates what the news might look like if poets wrote it! Distribute the QUIZ and have students work independently to solve the "poetic" clues. ANSWERS: 1-MIR; 2-(Ross) Perot; 3-Utah; 4-Bosnia; 5-"super

model"; 6-INTERNET; 7-Iraq; 8-U.S. President. Challenge groups of students to come up with more examples of "poetic news."

BEYOND THE GAME: MINOR LEAGUE DREAMS

4. Who is Charlie Morrow and in what way did he turn a "dream" into reality? Mr. Morrow is quoted in the report as saying, "...there's got to be something better for me to do." Have the class create a brief survey form that they could administer to the adults in their lives regarding their work. The survey should include for each individual interviewed:
   a. what interviewee thought he/she would be doing for his/her life's work;
   b. current employment; and,
   c. if the "dream" and the reality are not the same, what that person would do now, if given the opportunity.

   Students might ask the interviewees what they would do differently, if they could "roll back" time. Have students share their interviews while protecting the individuals' privacy. Invite students to use one person's "story" and turn it into a short story or human interest piece for the media.

EDITOR'S DESK / MEDIA LITERACY

5. This week, MEDIA LITERACY (pg 3) is a TEACHER RESOURCE on the impact media has on our society and the importance of teaching students "media literacy" skills. These skills include an analysis of how media constructs its messages so that students can evaluate critically the messages they receive. The CNN NEWSROOM Guide will aid this effort by providing MEDIA LITERACY activities every Friday as part of its EDITOR'S DESK.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Internet Lexis Nexis P-Trak civil libertarian CIA Redstixx

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******** ** ** TEACHER RESOURCE: MEDIA LITERACY

In broad terms, MEDIA LITERACY is the ability to read communications media critically, and use it competently, in all its forms: radio, TV, film, newspapers and magazines, advertising, INTERNET, etc.

WHY IS MEDIA LITERACY IMPORTANT?

THE MEDIA IS PERVASIVE. Children in the U.S. spend an average of six hours daily in contact with the media, mostly radio and TV. For many, this is more time than they spend with parents or at school. People rarely go through an entire day without seeing at least one poster, billboard or corporate logo in front of them.

THE MEDIA IS POWERFUL. In oral societies, shamans and elders told stories to communicate the great myths of the culture. Storytellers conveyed to the young the truths about the world and how to live in it. With the advent of the printing press, Western societies became more text-based. The culture's great stories and philosophies were recorded in books; education exposed young people to these books and gave them the skills to interpret them. In our culture, the media has largely taken over the role of myth maker. Communications media tell us what our world is like, what and who are important, what we should feel about ourselves, what we need to have to be happy.

THE MEDIA HAS SPECIALIZED TECHNIQUES FOR MAKING MEANING. A skilled reader of text is not necessarily an expert at reading media, for media uses its own tools and logic to construct its messages. Readers are accustomed to examining a text's sentences and paragraphs for a thesis or theme, supporting evidence and logical discourse. Film and television use other techniques: image juxtaposition, framing, editing and visual logic, to name a few.

HOW CAN MEDIA LITERACY BE TAUGHT?

Proponents of MEDIA LITERACY EDUCATION believe that young people should be given the skills necessary to interpret our culture's new

kind of "story." They advocate teaching how media constructs its messages so that students can evaluate critically what they are "reading." The CNN NEWSROOM Guide will assist in this effort by providing MEDIA LITERACY activities as part of its EDITOR'S DESK.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Davis, J. Francis. "The Power of Images: Creating the Myths of Our Time." MEDIA & VALUES. Winter 1992, pp. 4-5.

MEDIA AS A CHALLENGE--EDUCATION AS A TASK. Gutersloh: Bertlesmann Foundation Publ., 1994, p38.

http://earth.execpc.com/~dboals/media.html#MEDIA LITERACY

DIRECTIONS: If poets wrote the news, you might hear something like this. Use each rhyming clue to correctly identify the person, place or thing that was in the news this week. Check your answers, then try your hand at composing some "poetic news."

1. Shannon Lucid spent six months here on board,
   A trip home this week was her reward.

   _____

2. He wanted to debate, but, it wasn't to be so;
   A Presidential Commission roundly told him "no."

   _____

3. President Clinton visited this state,
   A national monument to dedicate.

   _____

4. An historic election occurred in this nation,
   Torn by ethnic strife and confrontation.

   _____

5. Every year millions of young women try
   To become the next "apple" of the fashion world's "eye."

   _____

6. Be careful when you sign on, be careful what you say,
   Your data could be "hijacked" on this information highway.

   _____

7. A nation near a gulf has been the site of recent tension,
   So U.S. President Clinton has ordered intervention.

   _____

8. In a recent survey most parents said,
   They want their kids to be something else instead.

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********    **    ** NEWSROOM WORLDVIEW
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MEXICO MATERNAL: MEXICO--SOCIAL CONDITIONS; MEXICO--MEDICAL CARE

1. For what reasons is health care in Mexico criticized? Take a statistical look at the health of Mexico's people. Gather data on the infant mortality rate (IMR), life expectancy, death rate, number of doctors, etc. Gather similar data for two other developing countries and two developed countries. Create a series of graphs to compare the data for all the countries. How does Mexico compare with other developing countries? In which categories are these countries markedly different from more developed countries? What does the data suggest about the health care system in Mexico and similar countries?

INTERNET: http://www.nerdworld.com/nw837.html

RUSSIA 300: RUSSIA--ARMED FORCES--NAVY; RUSSIA--ARMED FORCES--NAVAL HISTORY

2. Why is their navy important to Russians today? In what ways has the Russian navy declined in power during recent years? Both the Russian navy and the city of St. Petersburg were founded by Czar Peter the Great. Create a presentation showing the role Peter envisioned for both the city and the navy in his plan to create a Russian "window on the West." Upon what traditions was the Russian navy founded? To what extent does the modern Russian navy continue to exhibit those traditions?

INTERNET: http://webcom.com/~amraam/rnav.html

TIBET IN H'WOOD: CHINA--POLITICS; TIBET--HISTORY; BUDDHISM

3. How does the Dalai Lama think that Western entertainers might help Tibet? What kind of support has he received so far? Examine the events that surrounded the Chinese seizure of Tibet and list the reasons behind those actions. Keeping Tibet's goals in mind, how likely is China to be persuaded by strong public sentiment in the West supporting Tibetan independence? Explain.

INTERNET: http://www.igc.apc.org/tibet/

SIERRA LEONE: SIERRA LEONE--SOCIAL LIFE AND CUSTOMS; SIERRA LEONE--HAIR

4. What does one's hair style mean in Sierra Leone? Itemize ways people in your community assert their individuality. Why is individuality important? Is it more important in Sierra Leone than in your community? Explain.

INTERNET: http://www.winternet.com/~andersen/salone.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------

indigenous mortality rate corruption ancestors maritime symbolize ideologues devastation individuality consciousness

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******  **   **   *                          Monday, September 23, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Bill Clinton and Bob Dole prepare for the debates, while Ross Perot prepares a lawsuit and a media campaign.	4:15	5:15
CNN ONLINE	...at allpolitics.com	:35	5:50
HEADLINES	SOCIALIST VICTORY IN GREECE; ELECTION IN MACAU SIGNALS ENDING OF PORTUGUESE RULE	1:00	6:50
DEMOCRACY DESK	Michigan State University teaches future candidates the "politics of politics."	3:05	9:55
SPACE IS THE PLACE	ATLANTIS concludes its mission, retrieving one astronaut from MIR and leaving another.	:45	10:40
ON BROADWAY	(Part I) Young actors shine on New York's "Great White Way."	3:55	14:35
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:05	16:40
GUATEMALA MILITARY	If peace is to come to Guatemala, the military will have to change its role.	2:40	19:20
GUATEMALA RETURNEE	Children of former refugees learn about human rights and environmental protection.	3:05	22:25
CHECK IT OUT!	In Britain, workers are rebuilding a new replica of Shakespeare's Globe Theatre.	1:00	23:25
BRITISH SOCCER	British soccer clubs are finding that winning games doesn't insure profits.	2:30	25:55
HEALING GARDENS	Singapore has special gardens that some feel have healing powers.	3:05	29:00
CNN NEWSROOM WORLDVIEW CLOSE		1:00	30:00

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TOP STORY: CAMPAIGN USA '96

1. How is Bill Clinton preparing for the upcoming presidential debates? What issue is causing increasing concern within his campaign? Why? Do you think this issue merits consideration? Do you think most voters would agree with you? Explain.
2. Explain what Bob Dole is doing to try to close the percentage-point gap between his and Bill Clinton's campaigns. Why is Ross Perot angry with the Dole camp? What are the Clinton camp's motives for wanting to include Ross Perot in the debates? Should he be included? State your rationale.
3. What issues have evolved into the "debate over debates" in recent U.S. political history? Distribute the RESOURCE (pg 4). Read, as a class, to familiarize students with pre-debate issues and the role of the Commission on Presidential Debates.

Use this as a springboard for further student research on the Commission and its debate guidelines. Discuss whether voter opinion should play a role in who should/should not be allowed to participate in nationally televised debates and how debate issues should be resolved.

ON BROADWAY: (Part I)

4. What recent changes have taken place on The Great White Way? To what are these changes attributed? Ask volunteers to describe their Broadway theater-going experiences. What did they see? Was it "magic," as described in the video report? If so, in what way? If not, why not?
5. Comment on this statement from the video: "...the growing number of young people on Broadway is a product of shrewd marketing." Ask: What is "family entertainment"? Why do you think it has become a "marketable" issue? Group students and assign each group one decade of Broadway fare. Have each group
   a. create a profile of the kinds of plays/musicals produced during their decade, noting the successes and failures.
   b. create a political and social profile of their decade.
   c. find critical commentary on the plays as made by professional critics and theater-goers.
   d. analyze for patterns and trends the kinds of plays produced coupled with the climate of the decade.

   Have groups share findings, analyses and interpretations. What conclusions do the students draw from the information gathered? Challenge groups to create a marketing plan for a play designed to appeal to audiences concerned with "family entertainment."

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

front-runner Town Hall format point man Debate Commission
Macau colony Shannon Lucid John Blaha The Great White Way

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* * * * * * DEMOCRACY IN
******** ** ** AMERICA DESK: POLITICAL SCHOOL

1. BEFORE VIEWING: If you were about to run for political office, what kinds of things might you need to know about campaigning? What might you have to know once you are elected?

2. AFTER VIEWING: How does the Michigan State University political school prepare its students for their political futures? What are some of the objectives of this program? Do you think there is a need for this kind of education? Explain.

3. Ask students to recall what they have observed about politicians as they campaign for election. Have students name the "best" campaigners that they have seen. What do these individuals do that enables each of them to gain voter support? If you were running for office, would you emulate any of them? Why/Why not?

4. Direct students' attention to the mock press conference at the beginning of this video.
   a. Replay the tape. Discuss students' observations.
   b. Challenge students, working in groups, to recreate the experience on their own. Direct half the group to act as reporters and conduct research on some issues of local importance so that they might ask relevant questions of candidates. Have the remaining students act as candidates running for local office and conduct similar research that supports their opinions on relevant issues.
   c. Conduct all press conferences in front of the class.
   d. At the end of each conference, ask the reporters to explain what soundbites, quotes, etc., they would offer the viewing public in their coverage of the event.

   What did both aspiring candidates and journalists learn from this experience? Do students think it is a valuable lesson for those seeking political office? Discuss.

5. What are some elected offices in your community, and what are their specific requirements? Group students. Have each group choose one local elected office and conduct research to learn about that office. How does a person qualify to run for this position? What kinds of limits on campaign finance exist? How many terms can an officeholder serve in this capacity? Groups will want to focus on these and similar questions. Have each group present its findings in a formal report. Combine the reports to create a resource on "running for local office" for the school media center.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

press corps misquote county commissioner state representative

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******** ** ** STUDENT RESOURCE: THE DEBATE OVER DEBATES

Last week, the Presidential Commission on Debates informed candidate H. Ross Perot that he was not eligible for participation in its televised debates. Bickering over details has often overshadowed the debate itself as a resource for voters in the democratic process.

The first televised presidential debates were held in 1960. Candidates have debated in every presidential election since 1976, but only after haggling over format, questioners, camera angles, notes, stools, props and a host of other issues. The League of Women Voters, which sponsored the 1980 debates, said that the Carter and Reagan campaigns went back and forth "to the minutest detail" and "threatened to walk away from debating at many turns if they did not get what they wanted."

A possible answer to these concerns emerged in the mid-1980s, with the creation of the Commission on Presidential Debates. A bipartisan commission, its cochairs are former Republican National Committee Chair Frank J. Fahrenkopf, Jr. and former Democratic National Committee Chair Paul Kirk. The belief was that a bipartisan group would be able to hammer out the details of a debate well in advance, leaving the candidates to commit to the dates. The hope was that the voters could look forward to a discussion over the issues and not to news coverage of the "debate over debates."

Yet the Commission hasn't been the panacea for all debate headaches. In 1988, they proposed three presidential debates and one vice-presidential debate. Rejecting the plan, the Bush camp negotiated directly with the Dukakis camp and came up with a different schedule of debates, which the Commission sponsored. In 1992, officials from the Bush and Clinton campaigns negotiated directly with each other after rejecting the format recommended by the Commission.

Now, in 1996, the Committee's decision to exclude Reform Party candidate Ross Perot has led to some criticism. Yet the bipartisan commission reminds observers that its guidelines mandate that a candidate must have a "realistic chance" of winning in order to be invited to participate. Otherwise, Commission members argue, there would be no limit to the number of minor party candidates who would expect to participate. As the Perot camp files suit against the Commission, it seems clear that the "debate over debates" will continue to take center stage this political season.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Adapted from "Institutionalizing Presidential Debates,"
http://www.annenberg.nwu.edu/pubs/debate/debate03.htm

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********    **    ** NEWSROOM WORLDVIEW
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GUATEMALA MILITARY: GUATEMALA--POLITICS; GUATEMALA--HUMAN RIGHTS

1. How is the peace process affecting the Guatemalan army? Why does it want to be included in the amnesty program? Use resources or contact Amnesty International to find information about human rights violations in Guatemala. Organize a debate about whether or not amnesty should be granted to anyone in Guatemala. Send your final conclusions to the Guatemalan Embassy and ask for a response. Monitor the news for additional developments in Guatemala.

INTERNET: http://www.io.org/amnesty/

CHECK IT OUT: ENGLAND--HISTORY; THEATER

2. What happened to the original Globe Theatre and why was it reconstructed? Discover what it might have been like to act in, or attend, the original theater. Research the Globe's background, select a Shakespearean play and prepare the parts and the props, trying for as much authenticity as possible. Present the play for your school. Afterwards, consider how the dramatic theater has changed since Shakespeare's time. View the video of a modern day rendition of a Shakespearean play, perhaps the same one you presented.
   a. What advantages and disadvantages do modern theaters have when compared with the Globe Theatre?
   b. What elements of the experience might be enhanced by presenting a play in a less elaborate background?
   c. How might it feel to attend a Shakespearean play in the reconstructed Globe Theatre?

INTERNET: http://www.globe.jhc.net/theglobe.htm

BRITISH SOCCER: BRITAIN--PROFESSIONAL SPORTS--SOCCER; MARKETING--PROFESSIONAL SPORTS

3. Why are British soccer teams having difficulty making profits? How do some team owners think that merchandising might help bolster their profits? Gather information to develop a promotional plan for any professional sports team. Include the development and marketing of merchandise, plans for TV and radio coverage, potential sponsors and plan for bolstering game attendance. Display the plans and discuss factors affecting the earnings potential of a sports team. List recommendations to the management of a British professional soccer club.

INTERNET: http://www3.nando.net/SportServer/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

counterinsurgent amnesty atrocities ombudsman Elizabethan
revenues merchandising trademarks speculative reflexology

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******  **   **   *                          Tuesday, September 24, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	The world awaits news on Russian President Yeltsin's medical condition.	4:15	5:15
HEADLINES	ATLANTIS, MIR "UNPLUGGED"; VIOLENCE IN PAKISTAN; BRITISH POLICE FOIL BOMB PLOT	1:15	6:30
INTERNAT'L DESK	Scotland's people are sharply divided on the issue of independence.	3:10	9:40
WEBSITE	Visit us at cnn.com/newsroom	:35	10:15
ON BROADWAY	(Part II) Young Broadway hopefuls learn to deal with pressure and disappointment as they audition for a starring role.	4:25	14:40
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:50	16:30
LATAM DRUGS	Corruption is a big problem facing those who fight drug trafficking.	3:10	19:40
CHINA ENVIRONMENT	Two competing interests in China: raising the standard of living and the environment.	3:15	22:55
JEEPNEY DRIVERS	Drivers of Manila's notorious public transportation are working on their image.	2:25	25:20
INDIA POP MUSIC	India's new popular music has the look of the West but the soul of India.	3:40	29:00
CNN NEWSROOM WORLDVIEW CLOSE		1:00	30:00

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TOP STORY: RUSSIAN PRESIDENT GRAVELY ILL

1. Describe the nature of Boris Yeltsin's illness. Do you think the Russian people should have been informed as to the severity of this illness before the presidential elections? Explain.
2. How does Pres. Yeltsin's health affect Russia's political, economic and international concerns? Group students. Have each group choose one category -- political, economic, international -- and conduct research to determine the most pressing issues Russia faces within that category. Share findings and discuss why Russian stability in each area is so dependent on a healthy Boris Yeltsin.
3. How are many Russian citizens reacting to the news of Yeltsin's failing health? Why is the Speaker of the parliament asking

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for Yeltsin's resignation? According to the video, the Russian Constitution sets no guidelines for this scenario because it does not define when a president may be "too sick" to govern. Given the mood of the people and the lack of constitutional guidance in this situation, what do students think should happen? Have them write brief essays offering their ideas for resolving this dilemma. What arrangement do they think would be in the best interests of all involved? Have students share their essays.

4. Group students. Have each group conduct research to learn more about the candidates/parties involved in Russia's presidential election earlier this year. Have groups note who represented each party, what the party stood for and the outcome of the vote. In class discussion, have groups share their findings and make predictions about the future of Russian/U.S. relations should any of these parties/candidates take advantage of this power vacuum.

ON BROADWAY (Part II)

5. AFTER VIEWING: Focus students' attention on the emotions young people displayed who were auditioning for starring roles. Ask: Have you ever auditioned or "tried out"? What did you experience? Give students a few minutes to collect their thoughts, then have them write short papers describing their emotional and physical responses to the "test." Allow volunteers to read their papers and discuss what advice they would give to someone in a similar situation.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Boris Yeltsin Viktor Chernomyrdin superpowers audition

***** DESK: BRITISH SCOTTISH NATIONALISM

1. BEFORE VIEWING: Have students name and locate on a map the countries comprising the United Kingdom. Ask students: Which is the dominant country? On what do you base your response?

2. AFTER VIEWING: What is "nationalism"? How unified are the Scots on this issue of Scotland's independence? How much agreement do you think is needed for such a movement to succeed? Explain. Lead a class discussion of the factors inherent in forming and maintaining a sovereign state.

3. "We see our future...as part of the new Europe...as an equal partner...and that we can only do with Scotland as an independent country...." Have students comment on the preceding statement from the video report. What is the "new Europe"? What obligations/benefits devolve on participating countries? List these, then have student groups investigate Scotland's current ability to participate equally with other member states. Discuss findings as a class. How successful would Scotland be as an independent nation? Explain.

4. What is the "Stone of Destiny" and what is its historical significance? Create a timeline of Scotland's history (INTERNET: http://www.tartans.com/), beginning with the Scots' exodus from Ireland around 503 A.D.
   a. Group students. Assign each group a specific time period to research, noting Scotland's political and economic relations as an independent country; its relationship with England; and, its expressions of nationalism.
   b. Have each group relate to the class the significant events from their assigned period.

   Attach the timelines and note the benchmarks describing the ebbs and flows of Scotland's sovereignty. Challenge students to share literature depicting signal events in this history.

5. Using the definition of nationalism as described earlier, have students brainstorm factors that would insure the success of a nationalist movement. Give examples of successful/unsuccessful nationalist movements. Assign each group a continent and distribute the HANDOUT (pg 4). Have each group a) investigate several nationalist movements on their continent, in any historical period and b) use the list above to note the absence or presence of these factors in the movements they researched.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

appease nationalism referendum Labour Party devolved party

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******** ** ** STUDENT RESOURCE: NATIONALIST MOVEMENTS

DIRECTIONS: First, search for examples of nationalist movements, from any historical period. List these in Column 1. Column 2: Indicate the countries/factions and the issues involved and, if applicable, the precipitating event(s). Column 3: Analyze the factors that contributed to each movement's success or failure.

CONTINENT: _____

NATIONALIST MOVEMENT	ISSUES	CONTRIBUTING FACTORS FOR SUCCESS/FAILURE

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******** ** ** NEWSROOM WORLDVIEW

LATAM DRUGS: LATIN AMERICA--DRUG TRAFFIC; CORRUPT PRACTICES

1. In what way is corruption complicating anti-drug enforcement efforts in Latin America? Why was Chile surprised to find it had become a part of the drug trade? Use the Internet, other resources and a map of South America to a) identify the countries, b) highlight the major geographic features and c)

indicate the sources of illegal drugs. Trace the patterns by which drugs are transported from their source to North America. From the information on the map, how does geography help the drug traffickers? Which countries are most important in the fight against drug trafficking? How does the use of airplanes further complicate the situation? How might these factors contribute to the corruption of local officials?

INTERNET: http://www.latino.com/mex1018.html
http://www.latinolink.com/

CHINA ENVIRONMENT: CHINA-- STANDARD OF LIVING; CHINA--ENVIRONMENT

2. What factors contribute to the environmental problems China faces? Why is it important to improve China's standard of living? Make a poster showing the factors typically used to measure standard of living; use data about China to illustrate how those standards are applied. According to your data, how would China's standard of living measure up? In what areas is improvement needed? Are environmental factors, such as clean air, a part of the measures of the standard of living? Should they be? Develop a new instrument to measure the standard of living that includes the factors that you think determine a high standard of living. Use your instrument to compare China's standard of living with that of other countries.

INTERNET: http://darkwing.uoregon.edu/~felsing/cstuff/cgreen.html

JEEPNEY DRIVERS: PHILIPPINES--TRANSPORTATION

3. What is the government of the Philippines doing to change the image of the jeepney drivers? How have the drivers reacted to the reforms? Gather information about life in Manila and write a brief skit about a confrontation between a jeepney driver and a government inspector over uniforms and jeepney driver "professionalism." Perform the skits for the class and let the class choose the best. Focus discussion on the goals and values of the two characters.

INTERNET: http://peacock.tnjc.edu.tw/%7Eny/Pilipinas!/jeepney.html
http://www.europa.com/~ria/links.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

narcotraffic amnesty arbitrary illicit standard of living priority petition endorsed image dignity personable

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******  **   **   *                    Wednesday, September 25, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	The signing of a nuclear test ban treaty does not necessarily mean the end of nuclear weapons.	3:05	4:05
HEADLINES	NASA PUZZLES OVER BURNED INSULATION	:40	4:45
BUSINESS BRIEF	The Federal Reserve Board declines to raise U.S. interest rates...for now.	1:00	5:45
BUSINESS DESK	An exhibit of "tacky" souvenirs demonstrates how art irritates life.	2:35	8:20
FYI	Big stars mean big Broadway audiences.	:35	8:55
ON BROADWAY	(Part III) Young actors make huge sacrifices as they strive for stardom.	5:00	13:55
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:55	15:50
INDONESIA FUTURE	Recent riots raise questions about the future of Indonesia's political system.	3:35	19:25
JAPAN WATERFRONT	Broad controversy surrounds the planned development of Tokyo's harbor area.	3:10	22:35
VIETNAM AT DARTMOUTH	Dartmouth's business college is teaching Asian managers the secrets of success.	2:30	25:05
SCOTLAND FRINGE	The Fringe is a program that brings art, music and dance to Edinburgh annually.	3:25	28:30
CNN NEWSROOM WORLDVIEW CLOSE		1:30	30:00

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TOP STORY: NUCLEAR TREATY SIGNING

1. Summarize the major points of the latest nuclear test ban treaty. Does this treaty mean that nuclear weapons are no longer a threat? Explain.
2. In the video we are told that the treaty's promises are "mostly in the hands of moral pressure." Lead a class discussion on what moral pressure is and how nations apply it. Working in groups, have students conduct and share research on past attempts at international "moral pressure." What has/has not worked? Help them focus a debate on this statement: RESOLVED: Moral pressure is effective as a global peacekeeping tool.
3. Have student groups conduct research to learn more about this latest nuclear treaty. Share and discuss findings. Then, challenge each student to write an editorial in which he/she a)

analyzes the "good news/bad news" about this treaty, and b) offers an opinion on its overall validity. Have students share their editorials.

BUSINESS BRIEF: FEDERAL RESERVE

4. Guide students to use the HANDOUT (pg 4) as they search the Internet to analyze the Federal Open Market Committee decision on holding interest rates steady.

BUSINESS DESK: SOUVENIR KITSCH

5. As students view, have them vote for the "tackiest" souvenir shown. What other souvenirs might they add to the list? Who is the target market for these items? Why?
6. Have student teams use the HANDOUT (pg 3) as a guide to design the most marketable souvenir for their hometown. After team presentations, have the class select the "perfect" souvenir.

ON BROADWAY (PART III)

7. Explain how young actors often "pay the price" for a chance at stardom. What sacrifices do they make? Ask students to imagine themselves as a young person who wants to be a professional entertainer/athlete, or to excel in any other field. Ask: What will it take to reach this goal? Direct students to write diary entries for a day in the life of a young person who is trying to "be somebody." How is this person's life different from yours? What can you learn from him/her? Discuss.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

nuclear test ban enforce Pentagon national security interest
politically correct Federal Reserve interest rates FOMC

STUDENT HANDOUT: MARKETING DESK:

DIRECTIONS: You and your team have been asked to design the "perfect" souvenir for your hometown. Before you begin your brainstorm, answer the following marketing questions.

1. Who is the target for your souvenir? Consider age, gender, financial and geographical demographics.

2. What are the basic criteria for a successful souvenir in your market? Consider cost, function, construction, packaging, etc.

3. Create a list of favorite souvenirs from among your team. What do they have in common? Which criteria seem most important? Why?

4. Create a list of "things to remember" about a visit to your town. Consider key sites, products and/or ideals.

5. Based on this analysis, design a perfect souvenir for tourists in your town. Present and defend your design as your class takes the final vote for the most marketable hometown souvenir.

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******** ** ** STUDENT HANDOUT: THE FEDERAL RESERVE

DIRECTIONS: Finding facts can lead to a better understanding of a very complex topic: the Federal Reserve. Use the list of Web sites below to find information to help analyze the Federal Open Market Committee's(FOMC) decision to hold interest rates steady.

http://www.bog.frb.fed.us/	Board of Governors of the Federal Reserve System
http://www.frbatlanta.org/	Federal Reserve Bank of Atlanta
http://www.std.com/frbbos/	Federal Reserve Bank of Boston
http://www.frbchi.org/	Federal Reserve Bank of Chicago
http://www.clev.frb.org/	Federal Reserve Bank of Cleveland
http://www.dallasfed.org/	Federal Reserve Bank of Dallas
http://www.kc.frb.org/	Federal Reserve Bank of Kansas City
http://woodrow.mpls.frb.fed.us/	Federal Reserve Bank of Minneapolis
http://www.ny.frb.org/	Federal Reserve Bank of New York
http://www.libertynet.org/~fedresrv/fedpage.html	Federal Reserve Bank of Philadelphia
http://www.rich.frb.org/	Federal Reserve Bank of Richmond
http://www.stls.frb.org/	Federal Reserve Bank of St. Louis
http://www.frbsf.org/	Federal Reserve Bank of San Francisco
http://woodrow.mpls.frb.fed.us/info/policy/	Monetary Policy
http://www.bog.frb.fed.us/fomc/bb/current/	Federal Reserve Beige Book
http://www.bog.frb.fed.us/pf/pf.htm	Federal Open Market Committee(FOMC)
http://www.bog.frb.fed.us/bios/memb01.htm	Alan Greenspan
http://woodrow.mpls.frb.fed.us/info/speeches	Speeches of Federal Reserve Board Members

AS YOU SEARCH:
1. What is the purpose of the Federal Reserve, in general, and the FOMC, in particular?
2. What is the expertise of the members of the board?
3. What economic "tools" do they have at their disposal?
4. What areas of the economy do they impact directly? Indirectly?
5. What is the Beige Book? How does it affect monetary policy?

CHALLENGE: Use the Internet and other sources to discover reactions to the FOMC decision to hold interest rates steady. Create a list of those who agree and disagree. Cite arguments both pro and con.

http://www.pathfinder.com/	FORTUNE and TIME MAGAZINE
http://www.businessweek.com	BUSINESS WEEK
http://www.cnnfn.com	CNNFN ON-LINE

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********    **    ** NEWSROOM WORLDVIEW
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INDONESIA FUTURE: INDONESIA--POLITICS; ECONOMIC DEVELOPMENT

1. Why have recent riots raised questions about the stability of Indonesia's government? What implications does this unrest have for Indonesia's economic future? Conduct a statistical study of the Indonesian economy over the past 5 years. Plot data graphically and study it for trends. Which statistics help you understand whether or not the economic quality of the people's lives is improving? What would you conclude from your study about the quality of life in Indonesia? Develop a dialogue between a rioter and a government official about Indonesia's future. What factors separate each of their positions? What does each want for the future of Indonesia? Who do you think is correct? Explain.

INTERNET: http://asiarisk.com/indo.html
http://www2.nando.net/newsroom/ntn/world/101395/world528_9_side0.html

JAPAN WATERFRONT: JAPAN--CITIES AND TOWNS--GROWTH URBANIZATION

2. How will the waterfront development look when completed? How has the project led to controversy? Use ideas from the video, and your own, to plan the urban center of the future, like the one envisioned for Tokyo's waterfront. Make a model/drawing of your project and prepare a presentation describing its benefits if completed. Use two panels, one of taxpayers, the other of entrepreneurs, to evaluate the plans, ask questions and make the decision about whether or not to build the best center project. Do both panels use the same criteria to judge the projects? How do their final decisions compare? Considering the outcome of your project, what insights have you gained into the controversy in Japan? Speculate about how it will be resolved.

INTERNET: http://jw.nttam.com/LWT/

VIETNAM AT DARTMOUTH: USA--VIETNAM--INTERNATIONAL COOPERATION EDUCATION

3. What is the purpose of the Dartmouth-Hanoi partnership? What progress has been made to date? Use the Internet or other sources to closely examine the partnership between Dartmouth and Hanoi. List the benefits each expects to gain from the project. Considering these benefits, should this type of project be repeated at other schools? How do both countries benefit from such a project?

INTERNET: http://www.dartmouth.edu/tuck/press/hsb.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

exploitation white elephant "bubble period" funding options

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******  **   **   *                    Thursday, September 26, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Violence erupts on the West Bank between Israelis and Palestinians.	4:45	5:45
HEADLINES	NATURALIZED CITIZEN ACCUSED OF SPYING SHANNON LUCID IS SET TO COME HOME	:45	6:30
SCIENCE DESK	New research suggests that stress can "shrink" your brain.	2:20	8:50
OUR WORLD	More bad news for teens who smoke.	:35	9:25
ON BROADWAY	(Part IV) All child actors face the threat of outgrowing their roles.	4:20	13:45
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:30	15:15
BRAZIL DICTATOR	A decade after the fall of Brazil's military dictatorship, little is forgotten.	2:40	17:55
SINGAPORE TRAFFIC	Singapore is trying to develop new ideas for preventing commuter gridlock.	3:00	20:55
EGYPT BABY WASH	A new program helps babies stay healthy by providing baths with clean water.	2:05	23:00
SAKAMOTO PIANIST	A Japanese pianist is gaining worldwide attention for his performances.	5:40	28:40
CNN NEWSROOM WORLDVIEW CLOSE		1:20	30:00

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TOP STORY: VIOLENCE ON THE WEST BANK

1. What decision did Israeli Prime Minister Benjamin Netanyahu make that has sparked a new wave of violence on the West Bank? Why are Palestinians opposed to this move? How does the mayor of Jerusalem respond to their charge?
2. Explain how this rioting has risen to a new "level" compared with previous Israeli/Palestinian clashes. How has the peace process "armed" the Palestinians? If you were an Israeli citizen, why might you want your government to pursue a "hard line" against the rioters? On the other hand, what reasons might you have for supporting the continuation of the peace process and Palestinian autonomy?
3. Read the following quote to the class from CNN Correspondent Jerrold Kessel: "For Palestinians, the unilateral Israeli move goes to the essence. They see it as further reassertion of

absolute control in the disputed city." Generate a class discussion about what this quote means and whether or not students believe the Palestinians are justified in their suspicions of "absolute control." Help student groups conduct research to learn more about both perspectives on the proposed tunnel opening in Jerusalem. Challenge each student to write a newspaper editorial on the subject, from either the Palestinian or Israeli perspective. Does the tunnel issue involve more than the opening of a tourist attraction? Have students share their editorials.

4. For centuries, three world religions have laid claim to parts of what is known as Jerusalem as their "Holy Lands." Ask students if they can name these three religions. Write their responses on the board. Then divide the class into three groups. Have each group conduct research into one of these religions to find out why Jerusalem is significant to it. What specific places in the city hold spiritual relevance for that religion? Have each group present a formal report on its findings. Discuss: Who should control Jerusalem? Why?

ON BROADWAY (PART IV)

5. Explain how a young Broadway star might "outgrow" his/her role. According to the actors interviewed, how does perseverance and keeping open options help ease the transition to adulthood? What might a child star do to protect his/her financial and professional future?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Jerusalem Benjamin Netanyahu Ramallah Bethlehem
Western Wall Via Dolorosa autonomy occupational hazard

DESK: BRAIN SHRINKAGE

1. BEFORE VIEWING: Ask students to describe stress. When do they feel stress? What brings on stress? How does it affect their body? Their mind? What do they do to alleviate stress? Do these strategies work? Why/Why not? Discuss responses.

2. AFTER VIEWING: Have students list disorders related to stress. Ask: How does stress affect the function of the nervous system? How serious are these effects? How is stress treated? Why? Is any situation unaffected by the level of stress experienced by the individual? Why/Why not.

3. Ask students to speculate on the size of a human brain. How much does an average brain weigh? What volume does it occupy? What factors affect these measurements? Why? Is the size of the brain an indication of intelligence? Why/Why not? What does brain size indicate? Why?

4. Ask students to relate personal experiences with stress. Have them consider and respond to the following:
   a. What caused the stress?
   b. What physical changes took place in your body?
   c. What mental changes took place?
   d. Did these changes help you deal with stress effectively? Explain.
   e. List adverse affects of the stress.
   f. Did the stress help you deal with the situation? Explain.

5. Distribute copies of the HANDOUT (pg. 4). Challenge students to use information from the video, class discussion and other media references to complete the chart. Have students
   a. choose one stress related disorder to research further.
   b. prepare a written report detailing their findings.
   c. present their findings to the class.

   Bind the reports together and place in the media center for future reference. Submit copies of the best reports to the local newspaper for publication.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

stress headaches memory intellect emotional upheaval
hippocampus depression complex memory Cushing's disorder
glucocorticords hormones crisis neurologists ulcers atrophy

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******** ** ** STUDENT HANDOUT: STRESSFUL SITUATIONS

DIRECTIONS: Use information from the video, class discussion and other resources as needed to investigate stress related disorders and their effects on the mind and body.

DISORDER	MENTAL EFFECTS	PHYSICAL EFFECTS	TREATMENTS
Post-Traumatic Stress			
Substance Abuse			
Panic Attacks			
Test Anxiety			
Cushing's Syndrome			
Attention Deficit			
Hyper-kinesis Stress			

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******** ** ** NEWSROOM WORLDVIEW

BRAZIL DICTATOR: BRAZIL--POLITICS

1. Describe the legacy left by the military dictatorship in Brazil. Why are people still pressing for information a decade after the dictatorship ended? Conduct a chronological study of the effects of a military dictatorship, from the 1964 military overthrow of Joao Goulart to Jose Sarney's election in 1985 which ended military rule. Focus on the specific acts of the military government aimed at a) controlling the population, b) stabilizing the economy and c) eliminating opposition. For

what should the military government be criticized? Was progress made during its rule? Considering the events on your chronology, write an editorial about the legacy of the military dictatorship.

INTERNET: http://www.nerdworld.com/nw780.html

SINGAPORE TRAFFIC: SINGAPORE--TRANSPORTATION

2. Why does Singapore have an especially difficult traffic problem? What techniques have they used to improve the situation? Research Singapore traffic conditions and traffic control measures to develop a plan for how similar measures could be helpful in improving traffic conditions in your community. How might the public react to them? How might concentrated urban centers such as Singapore help other cities understand the implications of urban growth in their own futures?

INTERNET: http://www.sg/infomap/mita/tpt-land.html

EGYPT BABY WASH: EGYPT--INFANTS--HEALTH AND HYGIENE

3. How does the baby washing service in Egypt work? Gather statistics on infant mortality rates (IMR) for each of the North African countries from Morocco to Egypt. Graph your data and compare with data for a selected country in Europe. What conclusions do you draw from your data? Gather information on the living conditions of the poor in Egypt in order to explain why their infant mortality rate is so high. Use your information to write a documentary-style story about the effect the living conditions have on the children. Discuss your conclusions and develop a plan for what should be done to improve the situation. Send a copy of your plan to the UN Secretary-General and ask for a response.

INTERNET: http://public.carleton.edu/~linksvat/Egypt.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

forensic experts suppress compensate allocated hygiene entitlement incentive expatriates perplexed avant garde

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******  **   **   *                          Friday, September 27, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
*** WARNING!	TOP STORY SHOWS SCENES OF VIOLENCE. PLEASE PREVIEW BEFORE SHOWING TO STUDENTS. ***		
TOP STORY	Deadly violence engulfs Israel's streets as the Mideast peace process unravels.	4:35	5:35
HEADLINES	SHUTTLE ATLANTIS DELIVERS ASTRONAUT SHANNON LUCID	:25	6:00
EDITOR'S DESK	U.S. Pres. Clinton leads in poll results as candidates prepare for debates; Russian Pres. Yeltsin rests up for heart surgery; UN prepares for General Assembly debate.	2:50	8:50
LOOK AHEAD	Next Week: The mighty Mississippi River	1:05	9:55
OUR WORLD	Parental involvement in a child's education has benefits which extend beyond the classroom.	3:30	13:25
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:45	15:10
SIERRA WARRIORS	SIERRA LEONE: A mysterious tradition is helping some civilians fight rebels here.	4:00	19:10
EGYPT GREENSPACE	Natural spaces are getting harder to find in crowded Cairo.	2:50	22:00
SUNSHINE BOAT	A Japanese boat made a trip across the Pacific Ocean using only solar power.	3:25	25:25
RUSSIA PAST AND FUTURE	Russians are looking at the pre-Soviet era for hints about their future.	2:55	28:20
CNN NEWSROOM WORLDVIEW CLOSE		1:40	30:00

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TOP STORY: MIDEAST CLASHES

1. Describe the scene in the Israeli occupied territories. Review the original reasons for this week's outbreak of violence. What has caused this violence to escalate?
2. What policy options does P.M. Netanyahu have at this point? Generate a class discussion about his election this summer and the political climate that brought him into power. Ask: Does this latest series of events support his belief that Israel should take a hard-line approach toward the Palestinians? If not, is it in his country's best interest for him to pursue a compromise? Group stunts. Have each group a) list the pros and cons of each policy option (hard-line vs. compromise); b) decide what they would advise Mr. Netanyahu to do; and, c) present their ideas and rationale to the class.

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EDITOR'S DESK/NEWSQUIZ

3. Distribute the NEWSQUIZ (pg 4). Tell students that each "headline" is associated with a story from this week's CNN NEWSROOM. Have them demonstrate their knowledge of the news by writing a factually accurate first sentence for the story whose headline is given. On completion, have them share/check their responses for accuracy. Challenge each student to choose one headline and continue writing the news story as if it were a newspaper report and add own maps, illustrations, etc.

OUR WORLD: EDUCATION

4. Group students and instruct each group to write up a list of parental do's and don'ts for helpful parental involvement in and out of the classroom. As a class, cull the duplications and pare down the lists to a set of essential guidelines for parents. Share the list at a PTSA meeting and encourage students to discuss the list with their parents.

MEDIA LITERACY: WRITING FOR AN INTERNATIONAL AUDIENCE

5. Distribute copies of the HANDOUT (pg 3). Read and discuss the guidelines for international writing. Ask students to suggest other tips or examples. Have groups then search local or national media for excerpts that would not be appropriate as written for an international audience. Have groups share these examples and suggest rewrites. Next, have groups review this week's TOP STORIES. Using the HANDOUT, groups should identify story topics and write leads for these stories in international news-writing style. Have groups share their leads. Encourage the class to detect and correct bias or other "violations."

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

autonomous lexicon Muwajaha Intifada Nablus Gaza
Gallup Poll Michael DeBakey parental involvement Richard Riley

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* * * * * * MEDIA LITERACY:
******** ** ** STUDENT HANDOUT: WRITING GLOBALLY

A rule of good writing is "be aware of your audience." If you are a writer for an international news service, this means following different guidelines from those that apply to local/national news:

AVOID NATIONAL BIAS. For example, if an event includes people of many nationalities, don't mention only those of your nationality. Each nation is of equal importance.

DON'T ASSUME. Although something/someone is well-known in your country, the subject may be less familiar elsewhere. Government officials, celebrities and customs should be clearly identified.

USE LOCALLY MEANINGFUL TERMS. If discussing money, include the amount in local currency. News crosses time zones -- give the local time, an international standard like Greenwich Mean Time or a relative time like "two hours ago." Note also: Most nations use the metric system of measure and the Celsius thermometer.

DIRECTIONS: Imagine you write for a weekly international newspaper or program. Apply these guidelines as you write leads (opening paragraphs) for this week's TOP STORIES from around the world.

STORY TOPIC	STORY LEAD

WRITE THE STORY

DIRECTIONS: Each HEADLINE that appears below describes a story that aired this week on CNN NEWSROOM. Show what you know about the week's news by adding an appropriate first sentence for that news story below each HEADLINE.

1. Headline: SUPERPOWER LEADER IN POOR HEALTH

   Story's first sentence might be:

2. Headline: ISRAELI LEADER'S DECISION SPARKS NEW VIOLENCE

   Story's first sentence might be:

3. Headline: RESEARCH SHOWS ANOTHER REASON NOT TO SMOKE

   Story's first sentence might be:

4. Headline: FED VOTES TO TAKE "NO ACTION"

   Story's first sentence might be:

5. Headline: U.S. PRESIDENTIAL CANDIDATE FILES SUIT

   Story's first sentence might be:

6. Headline: UN TREATY HAS GOOD NEWS, BAD NEWS

   Story's first sentence might be:

Share your responses and check them against your media resources for accuracy. Choose one of the HEADLINES above and continue writing its story. You may add your own illustrations or maps. Make the story resemble a newspaper article.

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********    **    ** NEWSROOM WORLDVIEW
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SIERRA WARRIORS: SIERRA LEONE--CIVIL WAR

1. What are the characteristics of Kamajos warriors? Why is their presence important? Gather information about Sierra Leone, especially about the Kamajos warriors. Use your data to recreate simple versions of the amulets, fetishes and clothing they wear. Use your imagination to recreate what their ceremonies might be like and write a story or plan a performance that might give insights to the rest of the class. What do you think is the source of the Kamajo's power? Why do they think they are feared by even the rebels?

INTERNET: http://www.winternet.com/~andersen/salone.htm

EGYPT GREENSPACE: EGYPT--ENVIRONMENTAL INFLUENCE ON HUMANS; EGYPT--ENVIRONMENTAL MOVEMENT

2. Why are some Cairo residents interested in creating more "green spaces"? What have they done about it so far? Find a map of Cairo, perhaps from a travel agency. Enlarge segments of the map and tape the segments together to form an enlarged map of Cairo. Study the map carefully; mark parks, monuments or any other area that might provide "green space." Gather other information about Cairo and its environs, including land use, and place the new information on the map. Look up population density and housing statistics for Cairo and some other cities for comparison. Considering the map and other information, how valuable is vacant space in Cairo? Is it reasonable to think that this project will get widespread support? What alternatives might you suggest for creatively injecting "green space" into a densely populated urban center?

INTERNET: http://pages.prodigy.com/G/U/N/guardian/egypt.htm

SUNSHINE BOAT: ENERGY RESOURCES--SOLAR ENERGY

3. Why would Mr. Horie use a solar powered boat for his odyssey? Discuss alternative energy resources. Search for information about the uses of solar energy then brainstorm in groups to create a short list of possible future uses.

INTERNET: http://solstice.crest.org/renewables/

RUSSIA PAST AND FUTURE: RUSSIA--HISTORY

4. In what part of their past are Russians interested? Why? Use data about 1910 Russia to creatively depict some aspect of the times. In what ways was Russia similar to Western Europe in 1910? What was lost during the Soviet period?

INTERNET: http://darkwing.uoregon.edu/~jeseaman/studies.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

fetishes Kamajos supernatural ancestors renegade anxiety arduous photoelectric solar power Galapagos Islands

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******  **   **   *                          Monday, September 30, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	U.S. Pres. Clinton invites Middle East leaders to a peace summit.	3:00	4:00
HEADLINES	ISLAMIC MILITIA CONTROLS AFGHANISTAN	:30	4:30
DEMOCRACY IN AMERICA	Most young people in the U.S. still take for granted their right to vote.	4:30	9:00
POP QUIZ	Which U.S. President since 1920 was elected with the highest percentage of the voting age population? L. Johnson.	:35	9:35
MIGHTY MISSISSIPPI	(PART I) The Mississippi River has a rich cultural history.	5:00	14:35
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:15	15:50
LEBANON ANDERSON	Former hostage Terry Anderson returns to Beirut five years after his release.	3:45	19:35
CHILE MOMS	Mothers and children at an anti-pollution rally get a tough government reception.	2:55	22:30
EGYPT PYRAMIDS	Egyptians are uncovering the mystery of how the pyramids were built.	2:45	25:15
COSTA RICA BUTTERFLY	Costa Rica has a farm where butterflies are grown.	4:20	29:35
CNN NEWSROOM WORLDVIEW CLOSE		:25	30:00

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TOP STORY: MIDEAST PEACE SUMMIT

1. Why did violence break out again last week in the Middle East? Explain why the Palestinians see the reopening of a tunnel in Jerusalem as a "declaration of war."
2. Who has been invited to this week's peace summit in Washington, D.C.? Have any of these leaders committed to attend? Why is the Clinton Administration, while hosting the conference, trying to lower expectations about its outcome?
3. Replay the video. Direct students' attention to two immediate objectives on the minds of U.S. officials: to calm the current Mideast situation and to move beyond that to some of the larger "sticking points" of the peace process.

a. Ask students to consider how these objectives might be accomplished. Have them research these issues from the perspectives of all the invited leaders (Israeli P.M. Netanyahu, PLO Pres. Arafat, Jordan's King Hussein, Egyptian Pres. Mubarak and U.S. Pres. Clinton).
b. Share findings in a class discussion.
c. Have the class select five students to portray these leaders in a role play that demonstrates the different views held by these leaders and the volatility of the Mideast situation.

After the exercise, ask students to offer their opinions on the realistic chances for a long-term peace in the region after this summit. Can either of the two objectives stated above be met?

MIGHTY MISSISSIPPI (PART I)

4. On a world map, have students locate the Mississippi River, its source and its mouth. What different factors might account for changes in the river over hundreds of years? In turn, how has the river influenced history?
5. Divide students into groups. Have each group a) select one period in U.S. history, beginning with the explorers (e.g., Marquette and Joliet, 1673, La Salle in 1682) up to the present, and b) conduct research about life on the Mississippi during that time. Challenge each group to create a visual presentation (skit, multimedia show, etc.) that shows the class how the river influenced the lives of those with whom it came in contact.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Benjamin Netanyahu Yasser Arafat Warren Christopher diplomat
Minnesota Louisiana Lake Itasca folklore New Orleans

DEMOCRACY IN AMERICA: YOUNG VOTERS

1. BEFORE VIEWING: Ask students to consider the coming election. What reasons would inspire people to vote? What might keep them from going to the polls? Are these reasons mainly issue related or a reflection of a general sentiment? Explain.

2. AFTER VIEWING ask: Why was Senator Randolph able to convince the American public to pass the 26th Amendment? Since that time the number of 18 to 20 year-olds at the polls has dropped from 50% of their total in 1972 to 43% in 1992.
   a. Invite students to use texts to name important issues in each election from 1972 to 1992.
   b. Challenge students to speculate on the importance of these issues to the young voters of each election.
      i. Do they think it's possible that voter turnout among youth is issue related or simply a reflection of the voting public in general? Explain.
      ii. Do they expect this to change in 1996? Explain.

3. Without discussion, poll the class on possible locations for a class trip. Mark the results on the chalkboard. Give students 10-15 minutes to "make their votes count" by grouping around one location. Tally the vote again. Record the results and contrast this tally with the first. How did the "banding together" of like-minded students affect the vote? How might they use this experience to counter the apathy of young voters reported in the video segment?

4. Have students discuss the following issues in terms of the importance of each to them and their friends.

a.	immigration	b.	available jobs
c.	the national debt	d.	college tuition support
e.	welfare reform	f.	health care
g.	abortion	g.	U.S. as world policeman
i.	taxes	j.	other: _____

Which issues do they think are important? Why? In the overall group of 18 to 20 year-olds, how would these issues be rated in terms of importance? Explain.

a. Give students time to review the HANDOUT (pg 4). Randomly assign one of the apathetic voters and one of the EXCUSES to each of 6 small groups.
b. Groups must dramatize a conversation or create the storyboard for an ad to convince their assigned apathetic voter to visit the polls.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------
26th Amendment suffrage legacy register to vote motor voter laws

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* * * * * * DEMOCRACY IN AMERICA:
******** ** ** STUDENT HANDOUT: YOUR VOTE COUNTS

DIRECTIONS: Voting is a right and a responsibility; America's young voters appear to give little importance to either of these. Several surveys report many young voters believe that voting is not very important, that their one vote really won't make a difference. Prove the apathetic 18 to 20 year-old voter wrong!

a. Work with your group to list rational and persuasive reasons to convince your assigned APATHETIC VOTER to vote.
b. Create the storyboard for a short TV public relations ad; or, enact an "encounter" between you and your subject. Remember: your job is to GET OUT THE VOTE!

EXCUSES

1. "My vote won't make any difference.
2. "I really don't like any of the candidates."
3. "The government is in such a mess that whoever is president can't solve the problems."
4. "I don't have time to learn about the candidates, much less visit the polls."
5. "I'll vote when I'm older and the outcome makes a difference to me."
6. "Politicians are only in it for the money anyway."

APATHETIC VOTERS

1. 18 year-old woman, just out of high school, looking for a job
2. 22 year-old man, just out of college, new computer programmer
3. 20 year-old, minority voter, in college
4. 19 year-old man, in the army
5. 23 year-old single mother
6. a classmate in your school

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********    **    ** NEWSROOM WORLDVIEW
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LEBANON ANDERSON: AMERICAN HOSTAGES--LEBANON

1. Why is Mr. Anderson returning to Beirut? How does he feel about Lebanon and his 5-year captivity? Using newsmagazines from that time period, as well as other sources, make parallel timelines showing what happened to Lebanon and to Mr. Anderson during those 5 years. Why did the Islamic Jihad take hostages? How successful was their plan? What did the hostages endure? How was their freedom gained? Create a journal of entries that might have been made by one of the hostages at various points during his captivity. What do you think Terry Anderson's true feelings were when he returned to Beirut? Explain.

INTERNET: http://scholar3.lib.vt.edu/VA-news/ROA-Times/issues/1993/rt0393/930325/9303250312.html

CHILE MOMS: CHILE--POLITICS; CHILE--DISSENT

2. Why are the mothers concerned about air pollution in Santiago? Why did the government refuse to allow the public demonstration to take place? Recent news from Chile suggests that sound political and economic reforms have occurred there. Gather information to determine if this story reflects the true spirit of the Chilean government or if local officials overreacted to a peaceful demonstration. How would you characterize the government of Chile? Considering what you have learned, write a letter to the mothers involved offering suggestions for how they should plan for their future demonstrations.

INTERNET: http://gurukul.ucc.american.edu/Ted/CHILEAIR.HTM

EGYPT PYRAMIDS: EGYPT--ARCHEOLOGY; EGYPT--PYRAMIDS

3. What myths have grown up around the questions of who built the pyramids? What insights have archaeologists discovered recently about how the pyramids were actually built? Use information about the pyramids at Giza to make a list of the engineering and mathematical knowledge and skills that the builders must have had to have been successful. Make a model or detailed drawing of one of the pyramids in order to expand your list, adding additional required skills or knowledge. Considering your listed items, does it seem reasonable that the ancient Egyptians could have built the pyramids? Explain. Why do you think alternative explanations have been offered so frequently?

INTERNET: http://pharos.bu.edu/Egypt/Cairo/Tourist/pharaonic.html
http://www-lib.haifa.ac.il/www/art/com_pyr.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

extended family incarceration Islamic Jihad Hezbollah renewal
air quality public protest over-reaction dependence benign